

CHILD-WELFARE MAGAZINE

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I Am the Cheated Child

NOTE.—Eighty-two per cent of the children of America are born with a chance to be vigorous men and women. Only seventeen per cent grow up without a handicap. The sixty-five per cent are cheated by life.

I am the cheated child.

I was born into this world with a chance to be happy, healthy and honest.

I opened my eyes in a world that needed me.

I came—the seed of good fruit.

I was given love—but not my chance.

Tender arms held me, loving eyes smiled at me, soft voices sang to me.

But the gifts that God gave were thrown away.

I am the cheated child.

Those who loved me were blind with the blindness of ignorance.

Food and air and light I was given—but not what and when and where I needed them.

The rules of life were simple—but those who loved me did not know the rules.

They did the best they could—but they did not know.

I am the cheated child.

My mind is slow, my eyes weak, my nerves raw, my body twisted.

I meet life with doubts and fears—too weak to make a winning fight—

I—I who was born to work and laugh and play.

I am sixty-five per cent of the children of my country.

Dear God, I am the future of my race.

I am the cheated child.

Courtesy of The Delineator



The President's Message



THE unrest of the times, which is no respecter of persons or of organizations, makes it advisable for us to pause before the beginning of our new year and set our signals, lest we run off the track so clearly laid down before us.

Three red flags are especially needed at three dangerous switches which we must keep closed if we are to avoid accidents.

The first is **COMMERCIALISM**.

The rapid growth of our organization, now far past the half million mark, has made it a field worth cultivating, and all sorts and conditions of business people are eager to lay their wares before such a public, or to secure its interest and endorsement for their enterprises. Many and varied are the inducements offered to secure "official" approval, and it is often difficult to discern the real motive behind apparently disinterested proposals of a co-operation which ultimately resolves itself into a money-making device—for the merchandizer.

Our name, which stands for the highest standards of parenthood and citizenship, must be kept free from "entangling alliances."

The second signal marks the peril of **POLITICS**.

Here we are often in need of gates and warning bells as well as flaming signs, for this is a track which seems to lead to a land of promise of good things for the children and the community, and yet it ends almost invariably in disaster.

Five hundred thousand votes—how much they can do! If skilfully directed, they can defeat candidates, assure appointments, secure appropriations or prevent action. Our great City Councils, with memberships ranging from five to forty thousand can completely alter the course of local government, and the leader who can control them can feel reasonably sure of victory for his plan or his party.

To be a *real* force, our organization, self-reliant, judicial, uncompromising, must hold itself above party divisions and contests, studying only to secure the best advantages for home, school and community, and by its independence of school or city political struggle, it will maintain an unparalleled influence because no one can say that the Parent-Teacher Association is of this party or of that. It will be recognized as a steady, incorruptible power for good, its only interest, the welfare of the children, its only political ambition the production of better citizens to be the parents and the teachers of the coming generations.

The third flag which marks our line of safety and advance is one which keeps us to our early aim and purpose of **INCLUSIVENESS**; to be a child, is to be the object of our active interest; to be a parent, a teacher, a lover of children, is to be assured of a welcome to our membership.

The love of childhood, of home, of country, is common to all men of all creeds, and in work for these three fundamentals of social relationship, sectarian differences, ambitions and intolerances vanish like mists, all that is best in humanity shines forth, and "in loving human faces

God's sunshine visits saddened places."

THE WORLD CONFERENCE ON EDUCATION

From fifty-two nations they have been bidden, men and women who believe that in ignorance lies the world-peril, and that through education in its best and broadest sense we shall find the way to the true brotherhood of man. What promises to be the most remarkable convention ever assembled will be a matter of history when this message reaches our readers. That the National Congress of Mothers and Parent-Teacher Associations has had a part in it is cause for both joy and gratitude; joy

that a great opportunity has been offered, gratitude that we have been enabled to render a service worthy of recognition. Let us not forget that "a great privilege brings with it a great responsibility." In this international forum we have claimed the position of a school auxiliary, with all that the word implies, and on the basis of this claim we shall be weighed in the balance; let us not be found wanting.

MARGARETTA WILLIS REEVE.

Everybody Working for Johnnie

BY MARTHA CANDLER

SINCE "to do" and "to be" and not merely "to know" are recognized as the ultimate ends of education, even the proverbial Mrs. Finnegan has ceased to consider her obligation to Johnnie at an

The playground pet-show in which Johnnie enters his white rats, the co-operative school luncheon club which ensures hot soup instead of lollypops for Johnnie's two pennies, the competitive school sings in



—Courtesy of Community Service, N. Y.

In Elmira, New York, Even the Mayor Got Out and Worked for Johnnie, and Through the Volunteer Labor of Doctors, Lawyers, Merchants and Brothers and Fathers, a Playground Was Leveled

end when she packs him off to teacher "to be learnt things." Even Mrs. Finnegan has come to realize that "learning Johnnie things" is no one-man job, nor can it be conducted by clockwork.

which Johnnie's class is a promising candidate for first honors, the social center in the school building where Johnnie's parents and the parents of all the other children meet to talk over common interests, all

of these things are as instrumental in Johnnie's development as are the three R's. So is the holiday pageant in which children join with older people in a revival of the traditions on which their common community is built up. In short, the boundaries of the school room have widened imperceptibly until they have become as broad as the community itself.

Parent and teacher, constantly co-operating to the end that the school child may have the utmost opportunity to try out every one of his faculties and to develop along the line of his natural "bent," are constantly finding themselves embarking upon programs of community betterment because it is impossible to provide the very best twenty-four-hour-a-day environment for the

Organizations, the Chamber of Commerce and those half dozen outstanding agencies which in any community may be depended upon for the furthering of all genuinely public spirited movements. They have become a power to be reckoned with in the regulation of commercial amusement places, in the rousing of public sentiment against the low-appeal "movies," and in the promotion of better legislation for physical education, public recreation and organized play for old and young. In many towns the Parent-Teacher Association is the one organization working to raise community standards along all these lines. In an increasing number, indeed, it is the organization which is stimulating and promoting a strong civic consciousness.



—Courtesy of Community Service, N. Y.

A Playground With a Wading-Pool Is Irresistible to the Average Boy—and Girl, Too—and Makes the Hot Summer Afternoons Bearable Without a Long Trip to the Beach or the River-Bank

child without raising the standards of the social life in general.

Parent-Teacher Associations the country over are classed with the churches, the Civic Improvement Society, Community Service

There is a town of 15,000 inhabitants and five schools in the South, for instance. Until recently there was not a playground in the town, and the tax-ridden officials declared that so far as they could see, none



—Courtesy of Community Service.

Better Than City Pavements

were forthcoming. Meanwhile, boys and girls, deprived of the opportunities for healthy, normal recreation, drifted into unwholesome pastimes. Finally, in desperation, the mothers and teachers decided to organize playground "bees." They invited the older boys and girls to work in teams clearing the grounds around the school buildings, the winning team to be the guest of the others at a supper around a big bonfire afterward.

Everybody had such a good time and thought of so many sorts of simple playing equipment that ought to be provided that a Recreation Day was planned to which old and young should be invited, and on which the cause of play should be presented. Everybody came. Everybody donated something—money, labor, or advice. The result was that every school in the town soon had a playground well equipped with home-made equipment, including swings, giant strides, sand boxes (for the little children) a basket ball court and baseball diamond, and a tennis court which could

be flooded for a skating rink in the winter time.

That was only the beginning. The town owned a fifty acre tract of undeveloped land, and it occurred to a number of citizens at once that if their town could have such excellent playgrounds without public expenditure, why could it not have a municipal playing field for old and young in the same way? And they have, the finest one in the South.

Similarly, in a Michigan city, it was the Parent-Teacher Association's efforts which led to the bringing in of a physical education director by the Community Council and the organization of teams and interschool leagues for both boys and girls for year-round athletics. Under the supervision of the same physical education director, a summerlong beach playground was maintained for little delicate children who were taken back and forth in a big bus, and who had story tellers, play leaders and physical directors to keep them busy.

New Parent-Teacher Associations are be-

ing formed constantly, each to meet the particular needs of its own locality. These organizations are turning more and more, for aid in the outlining of their programs of activities, toward the Playground and Recreation Association of America and the joint organization, Community Service, 315 Fourth Avenue, New York. A twenty page brochure, sent upon request, lists hundreds of available publications into which have been gathered the experiences of the country's leading experts in every phase of organized recreation and community endeavor, from successful methods in story telling to the administration of municipal recreation centers or the equipping of school playgrounds.

The national musical department of Community Service will furnish information as to the organization of glee clubs, bands, orchestras, or massed school choruses. The dramatics department furnishes de-

tailed information for the use of the drama in school work as well as in the community social program. Whether the local Parent-Teacher Association wants to develop these things or to promote public sentiment for a state compulsory physical educational law; whether it wants a Play Institute to which parents and teachers from the whole community or the whole country may learn the elements of recreational leadership or simply to hold an annual Play Festival which will bring old and young together in genuine good fellowship, these national organization are glad to co-operate. Their workers believe that not only does the community owe Johnnie the utmost opportunity to develop, but that the community cannot discharge this obligation without enriching itself many fold, not only in future sound citizenship but in present community consciousness and community solidity and good fellowship.

The Bridge Builder

*"An old man, going along the highway,
Came at the evening cold and gray,
To a chasm, vast and deep and wide.
The old man crossed in the twilight dim;
The sullen stream had no fear for him;
But he turned when safe on the other side
And built a bridge to span the tide.*

*"'Old man,' said a fellow pilgrim near,
'You are wasting your strength with building here.
Your journey will end with the ending day,
You never again will pass this way;
You've crossed the chasm, deep and wide,
Why build you this bridge at the evening tide?'*

*"The builder lifted his old gray head—
'Good friend, in the path I have come,' he said,
'There followeth after me today,
A youth whose feet must pass this way,
This chasm that has been as naught to me,
To that fair-haired youth may a pitfall be;
He, too, must cross in the twilight dim—
Good friend, I am building this bridge for him!'"*

The Children of the Rising Sun

BY F. L. GROS

Recording Secretary, Superior Council of Public Welfare, France

ALTHOUGH it is reported that public opinion in Japan is demanding the creation of a Department of Hygiene which would include all the branches of the health service of the Government, it is still the Minister of the Interior who bears with honor the burden of child welfare.

There is no race suicide in the Land of the Rising Sun, and in the houses the children are as numerous as are the flowers on the fruit trees in the gardens, but this abundance does not result in indifference to the little human lives, and childhood in Japan is enveloped in a network of protection of which we are more ignorant than we should be.

Under the auspices of the Minister of the Interior, a very remarkable and interesting exhibition of child-welfare activities was organized two years ago by the Child-Hygiene Commission. The papers and reports presented on this occasion have been published in a profusely illustrated volume which we have had the opportunity of studying under the scholarly guidance of M. X—, attaché of the Japanese Embassy at Paris.

The book, which we have at hand, shows us that none of the progress of European students in regard to the moral or physical health of the child has escaped the notice of the philanthropists of the Far East, and our readers will be easily convinced of this if they will examine with us the volume from which we draw the material for this incomplete sketch.

The report begins with a series of documents, illustrated by maps and drawings, which indicate the ravages of infant mortality in different parts of the empire, and show the methods employed, and the care which the natural wealth of the country, the conditions of employment, local knowledge and customs, make possible for the expect-

ant mother. Photographs and sketches show us the lying-in hospitals and the convalescent homes for mothers. Outwardly the lightest of wooden constructions, within, these buildings are equipped with every comfort which modern science demands.

Then come the studies of "Baby-Farms" and Day Nurseries.

Though the nursing mother is held in high honor in Japan, all children have not that advantage, and artificial feeding must be surrounded with the same precautions as in Europe. Our record shows the cows installed in light, airy, modern stables, and further on we see laboratories where nurses sterilize and prepare the precious product. Then more charts, and statistics proclaiming the superiority of natural feeding and the importance of the observation of the laws of child-rearing.

Let us now turn to the section devoted to the second stage of childhood, which is concerned with the development of the "young of the race" by obedience to the rules of hygiene and physical training. Like our own children the little Nipponese are advised to sleep with open windows, to take frequent baths and to play out of doors in snow or in sunshine.

For the small children there are Nursery Schools and Kindergartens, where the material and the playthings seem to have been imported from Europe, and alas, the clothing also! While we are adopting it, the Japanese, as a hygienic measure, is repudiating the national kimono! If it were not for the gaudy materials, and the delightful little faces with their slanting eyes, the photographs of these class rooms would be exactly like our own.

The pupils are the object of the most intelligent care and of a rigorous medical supervision; they are sounded, measured, weighed; their eyes, their teeth, their hands, their feet are examined. They are washed

(in swimming pools and bathtubs), they are made to take naps and they seem to live in an ideal school created by "Demonstrative Hygiene."

Gymnasium work is much esteemed in Japan, both girls and boys exercising their muscles in order to acquire a fine appetite with which to do justice to the luncheon in the School Canteen. There are also open-air classes attended by delicate children, vacation camps in the country or at the seashore, and vocational workshops where the older boys and girls may feel their way toward a future occupation.

A service of preventive medicine, recently created by the Minister of the Interior, exercises a part of its activity in favor of the infantile population. It is responsible for prophylaxis, and for the treatment of chronic infectious maladies, contagious diseases and mental conditions.

But I do not wish our readers to think that according to modern tendencies, the physical welfare of the child is the sole, or almost the sole, interest of the Japanese philanthropists. Moral training is not neglected in the schools of the empire, and we see in our record various charts which "measure" the good or bad influence which the motion picture exercises upon the children of the nation.

The "movie" is either the best or the

worst of all things as an educative factor, for it adds to the persuasion of an idea, the force of an example. It instructs in both good and evil, and the greatest impression is made where the spectator is morally and spiritually the weakest.

Very naturally then, the charts show us that the pupils of the primary schools are much more sensitive to the influence of a "bad movie" than are the young people of the secondary class who have, because of their more advanced age, a moral nature in which the good has become more firmly established, and because of their studies, a wider knowledge which leaves less room in their minds for dangerous and unhealthy ideas.

A good education produces the same good results the world over.

"The world is small," say the Americans, and nothing makes this fact more evident than this uniformity which we see in all branches of men's learning and in all their modes of life. We are losing the picturesque. We must console ourselves with the hope that we are gaining in physical and moral hygiene. What does it matter if the human plant be uniform from one end of the world to the other, if good and intelligent culture has rendered that plant healthy and vigorous?—From "*L'Enfant*," Paris, France.



Luther Burbank believes better men and women can be produced by much the same methods as he has employed in moulding new forms of plant life.

He voiced this opinion to A. N. Farmer, of the Brotherhood of American Yeomen, when the latter visited the wizard in his Santa Rosa home in California to discuss the home for motherless and fatherless children which the Yeomen plan to establish.

"Children," said Mr. Burbank, "are more amenable to direction than plants. I have succeeded in changing several hundred grains, grasses, vegetables, fruits and flowers in my sixty years of work. But I accomplished these changes only through several generations of plant life. The character of a child can be moulded in the impressionable years between infancy and manhood. Educational direction, wholesome environment and moral training are forces to which every normal child will respond. I hope the same laws which I discovered and demonstrated in plant life will be applied to the improvement of the human race."

Mr. Farmer said he found the great California scientist as profoundly interested in child welfare and educational movements as in the evolution of new species of plants and flowers.

A New Hope in the World

THERE is in the great world today a new hope which is being kept alive by the girls and boys of many lands. It is a hope for world peace, a hope that nations will cease to fear and hate one another and will dwell together in the spirit of brotherly love taught by Him who came to save the world.

Strange to say, this hope for universal peace sprang out of events directly traceable to the World War.

In the anxious days when everyone was doing his utmost to extend aid and comfort to our brave soldiers and sailors the school children of America asked to be permitted to help. They were banded together under the flag of the Red Cross, their organization being known as the Junior American Red Cross.

When the Armistice was signed and the battlefields became quiet, it was discovered that in almost every country in Europe there were vast numbers of little children not only hungry, ragged and homeless, but those who had not lost homes and parents had no toys, no games; there was no shouting and playing—none of the things which go to make children happy. Here was a chance for the girls and boys of the Junior Red Cross to continue to be of service, and they rallied to the call. At the same time it was discovered that there was much service to be rendered here at home. There were the soldiers in the hospitals, there were the sick and needy children, there

were many, many calls for the services of the Juniors in their schools and their communities. Too much remained to be done to even think of disbanding because the war had come to an end, and so the children of the Junior Red Cross kept right on with their work. Today there are more than 5,000,000 girls and boys in over 30,000 schools in the United States who are engaged in the mission of bringing happiness to others at home and abroad.

"But," you ask, "what has all this to do with world peace?" Now, to answer your question. When the children of Europe were told that the food and clothing, the schools, libraries and playgrounds, the toys and other gifts they received were made possible by the work and sacrifice of the children of America, the girls and

boys of Belgium, France, Poland, Czecho-slovakia, and the Balkan countries not only wrote letters to their young friends across the Atlantic in which they voiced their gratitude and appreciation, but they asked to be permitted to send simple gifts to America. They were not content to stop there. These children of Europe clamored for a Junior Red Cross of their own that they, too, might help those less fortunate than themselves. Following the example of the school children of America there are now 23 countries having a Junior Red Cross whose members are marching under the banner "I Serve." In this way, within



the last two years there has grown up a world-wide organization of children who are extending a helping hand and being of service at every opportunity.

The Juniors of America and Europe in their exchange of letters, gifts and educational material are rapidly becoming acquainted with one another and are forging lasting bonds of friendship. When these boys and girls grow into men and women they will know that the people of other countries love their native land, their homes, their liberty and their lives just as much as they do. They will recall the letters and the gifts they exchanged with children of foreign nations and because of the mutual understandings formed during their schooldays, they will turn their backs on the fears, hatreds, and jealousies which have been the cause of war and suffering. They will dwell in the world peacefully together, each proud of his own country and his own people, but seeing in other countries and other people much to admire

and love. This thought has been expressed in these words by a Junior in Birmingham, Alabama, "Junior Red Cross teaches us to love and understand the children of our own and other nations and helps them to love and understand us. Then when we grow up perhaps the nations will not disagree as they do now." A Junior in far-away Austria has said almost the same thing in a letter sent to the children of this country. "It is proven that youth is meant to reconcile the different nations. For that purpose a Junior Red Cross was organized. We heard that for the same reason a Junior Red Cross was organized in other countries, to create friends all over the world. No conference will be able to bring about international reconciliation as long as national hatred lives in the hearts of the people. Therefore, let's be brothers; away with the barriers, and give us your hand through the Junior Red Cross. How glad we shall be to have the same songs, though they be sung in a different tongue!"

A STUDY of summer camps in the United States was begun June 1 by the Playground and Recreation Association of America under the supervision of an advisory committee appointed by Joseph Lee, president of the Association. The committee includes: Dr. J. H. McCurdy, chairman; Dr. John H. Finley, Miss Evelyn Dewey, Nelson Lewis, Dr. John Hartwell, Gaylord S. White, General Merritte W. Ireland, Gaspar Whitney, Dr. Myron T. Scudder, Miss Helen Davis, William A. Welch, and Mrs. Louis Guerneau Myers.

The study which is financed by the Laura Spelman Rockefeller Memorial is under the immediate direction of L. H. Weir, an expert on camps and municipal recreation and will include the preparation of a practical summer camp handbook. Information assembled will be evaluated with a view to

helping existing camps and to pointing out to future camps the highest and most practical standards of business, health and social administration. Subjects which will be given special attention are location and construction of camps, sanitary and medical facilities, diet, recreative activities and nature study education.

There are approximately 5,000 summer camps in the United States attended by several hundred thousand boys, girls and adults annually, according to Mr. Weir. Many camps are conducted by recreational agencies, business men's clubs, settlements and churches. However, 330 are private. The last few years have seen a vigorous growth in the municipal camp idea and there are more than 125 vacation camps operated by cities. The automobile has been responsible for the 2,000 tourist camps now said to be in existence.

*"Do you covet distinction? You will never get it by serving yourself."
"Do you covet honor? You will get it only as a servant of mankind."*

If I Had a Daughter

BY DORA WELLS

In the Chicago Woman's Club Bulletin

1. Granted that my own character and physical endowment are such that I am fit to bear and rear a daughter, I think my first duty to her is to give her a father also fit to have a daughter.

2. Throughout my daughter's babyhood and childhood I should endeavor to shield her as far as possible from excitement and over-activity. I should keep her quiet. I should not allow admiring relatives to play with her in order to make her laugh. When she needs no attention I should let her alone. I should not use her for my own amusement. I should try to give her nervous system a chance to become organized without undue stimulation from outside sources, thus laying the foundation for independence and power of concentration in later years. I should not dissipate her energies.

3. I should not distract her by giving her many toys. Multiplicity of playthings tends again to scatter a child's attention and to cause little value to be placed upon her possessions. I should try to develop creative power in my daughter's play, to train her to do things for herself rather than to divert her by doing things myself for her entertainment.

4. As my daughter grows older I should give her as many objective interests as possible. I should want her to be an out-of-doors girl, able to skate and swim and take part in all games suited to her age and strength. She should, if possible, be a Campfire Girl or a Girl Scout. She should study birds and flowers and trees so that she may always have at hand a means of entertainment for herself and others.

I should consider moving pictures as a rare treat and when she does see a picture I should take care that she expresses the emotions aroused by it and does not simply enjoy without subsequently reproducing her

experience. Emotional stimulation that finds no outward expression is not good for growing children or indeed for anyone. A teacher can detect the habitual attendant upon the movies almost as quickly as she can detect a smoker of cigarettes. There is a passive attitude of mind in the child who sees and feels but does not *do*.

5. I should supply my daughter abundantly with good books. I should not want her to miss any of the fairy tales and folk lore that are the rightful inheritance of all children. I should train her to commit to memory songs and bits of verse and rhythmical prose. At the same time I should not want my daughter's faith in story and myth to be such that the truth would come to her as a shock. The following true story illustrates what I mean:

A seven-year-old girl and her brother of five had attended Sunday School but a few weeks when their mother overheard the little girl say to the younger child, "They fooled us about Santa Claus and they fooled us about the Sandman. I wonder if they are fooling us about God." Better that a child should never believe in Santa Claus than that she should doubt the honesty of her father and mother as this child did.

6. When my daughter begins to inquire about her own origin and questions of sex, I should tell her the truth as far as she is able to understand it. I should not delegate this duty to a teacher nor a friend, nor a book. I should tell her myself, knowing full well that if I do not, somebody else will.

7. When my daughter reaches the age when she begins to do up her hair, and to long for earrings and a powder puff, I should see to it that she has several boy friends. If she is so unfortunate as to have no brothers I should borrow some brothers. There is safety in numbers. I should

have her join some organization that provides suitable activities for her developing social instincts. Young people's church societies are an example in point. I should expect her to fall in love more than once during this period,—adolescence worships at many shrines,—but if unfortunately she thinks she is in love with one real person to the exclusion of others I should want her to see a great deal of him, and to have a chance to measure him beside her brothers and her father. Propinquity begets repulsion as well as attraction and comparisons are illuminating. A wise father should be very helpful at this time.

8. I should take care that my daughter is trained in the fundamentals of home-making to the end that the cares of wifehood and motherhood may become beautiful arts rather than grinding tasks. She should

know how to budget her income, how to spend and how to save. She should understand that she is not an economic dependent upon her husband but a co-partner with him in the management of their home. She should understand that she must both give and receive, if there is to be a true and lasting partnership. She must also realize that to a very great extent the ethical and spiritual life of the home is in her keeping, and she should know that her home is not bounded by the walls of her own house. She must be ready to meet her responsibilities to the community.

9. I should try to remember at all times that my daughter belongs to herself and not to me, that I am but the agent to whom has been committed the trust of helping her to become of value to herself and to the world.

AN ESSENTIAL ADJUNCT TO THE PUBLIC SCHOOL

EVERY American who delights in the success of the American public school must experience a feeling akin to exultation when he considers the growth of the Parent-Teacher Association and its significance.

This organization has within a very few years spread rapidly over the country. Its membership now includes 550,000 persons, and it is increasing by leaps and bounds. Under various names, it flourishes in every State, for the school-improvement associations, community leagues, parents' councils, and the like are essentially identical in method and purpose with the Parent-Teacher Association. The last named, however, represents the general movement, and because of its greater membership and its effective State and national organization it is foremost in the popular regard.

It is scarcely too much to say that the parent-teacher idea has supplied the final element necessary to fix the public school system firmly in the lives and in the affections of the American people. There has never been any evidence of decadence in the schools, to be sure, but undoubtedly a

tendency was increasing toward unwholesome aloofness between school managers and school patrons. The need of closer contact was felt instinctively; and the Parent-Teacher Association, once its function was fixed, attained a degree of popularity that was well-nigh instantaneous and universal.

The organization has been conducted with remarkable tact and skill. Co-operation is its watchword. No effort has been made at any time or in any place to control the schools or to direct their curricula. On the other hand, the school authorities have never attempted to use the association as a tool to promote their own ends. Either would be disastrous, and both have been carefully avoided.

We have reason to rejoice that an effective agency has been devised to fill a palpable need of the public school system; and we may be pardoned if we claim that by that means American schools are approaching, and are the first to approach, the ideal of complete professional control and complete popular co-operation.—Editorial from "School Life," United States Department of Education.

A School in Self-Mastery

BY MRS. GARRET SMITH

HIDDEN away in Dixie Lane, a quiet, winding road close to the edge of Plainfield, New Jersey, a little school, which began with four, and now numbers thirty-five children, reached, this June, its tenth anniversary.

Here is a school that expresses neither contempt for the old-fashioned ideas of education, nor yet tries to attain prestige by adopting the latest fads of educational extremists. It has clung to the best of the old and adopted the best of the new.

Children as young as three and a half are no less enthusiastic over their work here than are those of the seventh grade. A visitor, watching a bevy of the children dancing in the lovely garden, or observing the complete absorption in preparation or recital of lessons, is impressed by two things—the unconscious abandon of every

child to his own tasks, and the remarkable spirit of happiness pervading the whole place.

“What happens to a child in the Primary and Grammar grade is of supreme importance,” says the eminent authority, Dr. John Dewey; and the brown-eyed woman who still owns and directs the Ransome School would tell you that no other work in the world is quite as interesting and satisfying as that of the teacher of young children. Her own attitude toward the child, her unusual comprehension of child psychology, found only in the “born teacher,” account in great part for the character development that takes place in every little student.

Studies? Subjects? Yes. Youngsters here do mental arithmetic problems so fast and with such zest that a grown-up marvels. History, both Greek and American, they



Groups Studying in the Garden



A Glimpse of a Quartette in a Favorite Dance

love. The cocoon of the butterfly and the downy wrappings of the spring-time blossoms are a delight. A reading lesson is fun. In the kitchen, cakes are baked. In the garden, seeds are planted. In the large study-room, panelled on all sides with full-length mirrors, similar to those of the Chalif School where Miss Ransome continues to study, ferns and palms are reflected, as well as the children themselves as they carefully practice the limbering-up postures which develop freedom and grace, or trip away in an old-time folk-dance.

But the *facts* that they learn and the *things* that they do, are, to this teacher and her small staff, but incidentals, while the children are enrolled in her school. Problems in arithmetic may be solved without error, little fingers may glide over piano keys without a mistake, compositions may be well written, French accent may be almost faultless (the teacher is a native of Paris), lessons in cooking, gardening, singing or Nature study may be mastered—yet if these were *all*, Jane Ransome would call her school a failure.

Curiously enough, some parents, at first, do not “get” her point of view. These have only the consuming desire to see their offspring go quickly from grade to grade, with examination ratings as symbols of scholastic success. But as the petulant child, the obstinate child, the selfish or the nervous, scatter-brained child, yields gradually to the charm of the ideal of self-mastery, of self-government, of kindness of doing for others and of loving to learn just for the pleasure it brings to oneself, not because lessons are commanded by a task-master, a rebirth takes place, not only in the spirit of the child, but also in that of the parent, who now begins to appreciate that the greatest gift of any school is to help a boy or girl to grasp the real significance of life.

Truth, honest pride in the good intentions either of oneself or of others, kindness—these are the “Controls” that have transformed many a whining, disagreeable youngster who “hated school” into a thoughtful, unselfish little enthusiast. In other words, this young, old-fashioned

school, where organized self-government is carried on by a youthful president and police and monitors of various kinds, where a long walk may turn out to be a lesson on trees or birds or spelling, where grace means the freeing of beautiful thoughts—this young, old-fashioned school, where the influence of flowers and good pictures and fine books is always present, is, in its own original, leisurely way, giving to its fortunate scholars an attitude toward life which will make Plainfield richer for many years to come.

It is said that the greatest lesson Pestalozzi ever taught is embodied in the word

love. Here is a school where children are truly loved. Their response seems to prove that the old ideal is still the best.

"But it must take so long to *get* anywhere," someone may object. "It is so unconventional." Did not some wise man once remark, "It is not where you *go* that is so important; it is what you *do* after you get there."

What happens to children after they reach the Ransome School—that to Jane Ransome is of paramount importance, and that which they gain in addition to the knowledge of *things*, is training in self-mastery, the art of living happily with others.

A New Incentive to Study

BY AGNES B. WALKER

I HAVE saved Shakespeare for my literary dessert and now I do not like him at all!" The lad's distress was so evident that I hastened to find out the reason. I found that in his class Shakespeare was being dissected, as is so often the case. Instead of reading "Macbeth" for its power and grandeur, they were picking its literary bones for grammar, for rhetoric.

I had had that same experience with Dickens years before and had all but lost that valuable friend before I had begun to know him. So I cast about my library for references for my young man. I found nothing intimate, nothing which would bring him close to Shakespeare. Then I thought of an old trunk, the store house of my choicest treasures. There I found pictures and clippings, addresses and references. These I took to the boy, and quite informally we started the little book which he now says means more to him than any of his costly ones.

There were Perry Pictures of Stratford and Anne Hathway's cottage, with typewritten stories beneath. There were copies of paintings and photographs of Shakespeare. We searched "The Mentor," "Atlantic," "Drama," every possible source, for pictures and data on the life, plays,

criticisms, illustrations of his characters, even cartoons and quips of all kinds. Some of the cartoons were original, for the boy was artistic. We had pictures and stories of the great interpreters of Shakespeare, Forbes-Robertson, Sothorn, Marlowe. We found criticisms of their interpretations. In fine, we saturated ourselves with Shakespearean atmosphere. We then read plays other than those in the curriculum, for the joy of reading them, often dramatizing them, because long before our book was finished the lad had invited friends to join us.

We dramatized the "Pyramus and Thisbe" farce from "A Midsummer Night's Dream." It was so Shakespeareanly ludicrous that the group was asked to present it to the High School Assembly. The school year was finished and our work for the season was closed. The last day, the busiest day of the year, the lad came to my desk. The beatific shine in his eyes—what did it mean?

He placed a neat green suede book before me. "Our Shakespeare Book," he said. What joy! We had carefully pasted each illustration on flat tone tan linen paper—any less expensive paper could be used, but the soft neutral tones are best—never a

dead white—and the lad had bound them together by simply punching the sheets and tying them through the suede cover with a green and gold cord. Simple, yes, but the wealth of information, the careful, joyful study it represented! Best of all, Shakespeare had been saved to a group of hungry boys and girls.

Again and again I have tried it out, this bookmaking art. In geography there is no end of material. "The National Geographic," "Travel," "The Mentor," the photogravure sections of papers, furnish invaluable treasures. Such intensely interesting journeys have I had through the pages of geographic picture books! One of the most interesting I ever saw was on neutral colored bits of wall paper taken from a sample book. Each picture was accompanied by interesting data, current news and anecdotes of the place illustrated. Here the penny Perry and Brown prints were in evidence. This ingenious child had made each page with the utmost pains and put them into a simple tan manila binding with a Dutch scene in shades of blue in water color on it, and tied it with blue cord.

Little history students lose much without the aid of good pictures. There is a wealth of them at nominal prices. The small-sized Perry prints are only one-half cent and will answer if the larger ones are unobtainable. The rich sepia photogravure sections are full of interesting illustrations, as are most of the best magazines. While I believe it wholly wrong to mutilate magazines for most purposes, because I think the worth-while ones should be bound, yet if the actual handling of the picture helps quicken interest, it is put to better account than when left intact in the magazine. It would seem impossible to me now to study current history without my little hand-made book.

Again, the study of foreign language becomes a source of the greatest discouragement to the youthful student. Pictures to the front again! Be it French, German, Italian, Spanish, the illustrations are innumerable; leading men, historical places, art masterpieces, may all be put to use and the

foreign words learned in each instance, conversation centered about those pictures, and "composition" made real fun in written descriptions beneath.

I have recently been studying music and the opera. Such a store of material have I found for bookmaking! How much easier it makes those first hours of "do-re-mi-fa" for tots if we interest them by creating an atmosphere, with pictures and stories. Attractive stories of Rossini, Beethoven, Bach, of Caruso's boyhood, singing in choirs just as other little boys do, his indomitable determination, make the child at once intimate with the composer or artist and interested in his composition or his life.

I once saw a charming book of theater programs. My friend had traveled extensively and had seen great dramatic artists the world over, had heard great musicians, and, catalogued by countries and cities, she had bound them into a neat leather binding. The names of friends who had accompanied her, and clippings and pictures of all kinds accompanied each program—a charming, a highly educational idea, and to her, an invaluable book.

A diary is, of course, the only really entirely original book which one can make, unless one be a writer. It has a manifold value, especially to children, if it be kept correctly. It may be invaluable training in penmanship and neatness, in accuracy; it may become the basis for literary technique and style, it may foster originality and distinctiveness in writing. I find mine a daily source of pleasure and profit. If an address be misplaced, a title forgotten for a moment, I know a little green book-friend which will tell me the secret, for it does indeed become a close and intimate comrade.

Dr. Johnson says, "One is apt to live the last half of his life on books read in the first half," and joyfully refreshing in that "last half" will be the books one has made with one's own hands.

*Who, then, is free? The wise man
Who can govern himself.*

—Horace.

A SCOUT PROGRAM FOR YOUR PARENT-TEACHER ASSOCIATION

BY LORNE F. BARCLAY

Educational Director Boy Scouts of America

WHY?

BECAUSE Scouting has been called by a prominent educator the biggest contribution to education since the landing of the Pilgrims.

Because, as it is indorsed by eminent educational and religious authorities, your organizations needs to know about it.

BECAUSE there are over 1500 Scout troops, representing 40,000 boys, now organized through the schools of this country.

Because as mothers, working heart and soul for the good of your boys, you want to secure for them the benefits of the Scout program of character building and citizenship training.

Your *Local Scout Executive*, Scout Commissioner, or Scoutmaster will be glad to give a talk on Scouting.

A *Scout Troop* may be able to put on a demonstration for you, if there is one in your town. Put this at the end of your program, as the alert, clean youngsters themselves will be the biggest argument for Scouting that you have.

Scouting features:

1. Wholesome outdoor recreation, making for better health and fun.
2. Good associates and occupations as opposed to the undesirable influences of the city.
3. Positive moral training.
4. The opportunity for service through the daily Good Turn.
5. Education for leisure; interests for the boy that will make hobbies for the man.
6. Vocational training.
7. Imagination, idealism, high ideals.

All these make better citizens, build better men. These features should receive especial emphasis in your program.

Your *School Principal*, or teacher, may give a talk on Boys—what they want and what they need.

If you can secure no one who has had any experience with the Boy Scout Movement, put some of your keenest minds on the Scout literature, and build your own program.

LITERATURE:

The following bulletins that will be of interest may be secured from National Headquarters, 200 Fifth Avenue, New York City:

"What Scouts Do."

"The Boy Scout Scheme."

"How to Organize a Troop."

"The Scoutmaster Speaks."

"Scouting Education."

"The Boy Scouts and Public School Report."

WHAT SCOUTS DO:

Many boys are the beneficiaries of Scouting and their mothers' enthusiasm. The selection of three men for the troop committee, and a suitable candidate for scoutmaster is the first step. Full details will be found in the Bulletin "How to Organize a Troop," furnished by the National Headquarters and on the application blanks which they will send if you ask for them.

Don't let your enthusiasm evaporate without accomplishing something. If you secure your troop committee and your scoutmaster, your boys can begin scouting at once. They can meet in a room in the school, if necessary. They need not have uniforms to be Scouts, though the boys will be eager to earn money to purchase them. All their idle Friday afternoons, and all their golden Saturdays, they can spend happily and wholesomely under competent direction in the open, learning campcraft and woodcraft, nature study and other interesting and useful work. But it is for their mothers to start them.

Mothers *and* Children

BY LOUISE E. HOGAN

EDITOR'S NOTE.—Mrs. Hogan will answer inquiries if stamped and self-addressed envelope be sent.

SHALL THE CHILD BE WAKENED TO BE FED?

MOTHERS often hesitate to waken the child to feed it. It is argued that the child requires sleep, and that when it is hungry and should have food it will waken. If this principle be followed the child will frequently sleep through the greater part of the day, remaining awake and fretful during the night. In cases of illness the physician will determine whether the child should be wakened for food, or whether sleep is more valuable than nourishment, but in good health it would seem better to train the infant in a habit of regular feeding and to rouse it at regular intervals for its food. In this way the child and mother obtain their proper rest, and the infant's digestion is usually excellent under such a system.

It is often difficult to induce a child to sleep at night and to remain awake during the day. In many cases the child seems to turn night into day, and will positively refuse to sleep during the night or to remain awake during the day. This cannot be corrected at once, but the rousing of the child for regular feeding is one of the best means of correcting the difficulty. Keep the room in which the child sleeps during the day somewhat darkened and the eyes shielded, but do not darken it altogether, as this will aid in waking the child at the proper time. One child noticed by the writer would open his lips at feeding hour, without opening his eyes, at the last night feeding, and roll over to sleep contentedly when the bottle was empty. With this child a system of regular feeding had however been established as soon as bottle feeding began, and it was especially comforting at night to have the rest it gave,

with benefit to the child and peace to the nurse and mother.

SLEEP

A very young baby is asleep nearly all the time except when nursing or having its toilet made. Its total amount of sleep should be about eighteen to twenty hours a day. As the child grows older it sleeps less and less, and at the age of two months it will often lie awake quietly for an hour or so at a time. By the time it is a year old it requires fifteen or sixteen hours of sleep every day; at two to three years, twelve to thirteen hours; at four to five years, ten or eleven hours; and at twelve to thirteen, nine or ten hours. A baby who is sleepless and fretful at night generally has something the matter with it or else it has been badly trained. It is important from the very beginning of the child's life that it be accustomed to sleep at definite hours, else the parent's lives are in danger of becoming a burden to them. To walk the floor night after night or to be obliged to sit up with a healthy child and sing it to sleep is a form of martyrdom, according to Dr. Griffith, author of "The Care of the Baby," which is entirely uncalled for. He says that provided the baby is not sick, it should be put to bed and not taken up again to induce it to sleep, and the mother should avoid sitting in the room unless she wishes to be obliged to sit there every evening.

If the little one never knows any other way than this of being put to sleep, there will usually be no difficulty in the matter after it has once learned its lesson; but to begin the training and not to persistently continue it is a fatal yielding of which the child will be sure to take advantage when a second battle begins. The training can-

not be begun too soon. It is astonishing at how early an age a baby learns that it has only to cry to get what it wants.

MRS. HOGAN REVIEWS BOOKS FOR MOTHERS

Here is an authoritative and practical working library for mothers and teachers in answer to inquiries received.

One book of a kind is given for each phase of the problems of mothers and teachers.

1. *The Infant and Young Child.* Morse-Wyman-Hill. Reviewed below.

2. *The American Home Diet. An Answer to the Ever-Present Question, What Shall We Have for Dinner?* By E. V. McCollum and Nina Simonds, of Johns Hopkins School of Hygiene and Public Health.

3. *Kindergarten at Home.* By V. M. Hilyer, A.B., Headmaster of Calvert School.

4. *The Early Training of Children.* By Elizabeth Malleson.

5. *Gentle Measures in the Management of the Young.* By Jacob Abbott.

These books I shall review at length, one each month.

This month we consider *The Infant and Young Child. Its Care and Feeding from Birth Until School Age. A Manual for Mothers.* By John Lovett Morse, A.M., M.D.; Edwin T. Wyman, M.D.; Lewis Webb Hill, M.D. Published by W. B. Saunders Company, Philadelphia and London.

Of books for *mothers* there seems no end. Is it not, therefore, very necessary that time and effort be not wasted in reading and re-reading impractical "mother's books" in a vain attempt to glean therefrom some effective and authoritative guidance for varying conditions in the life of the child. One well-known "mother book," well advertised, briefly written, answering questions only that a well-informed nurse might be likely to ask, is the ideal book of many mothers but I would have you prefer a book that will make you think, help you reach a fundamental knowledge which your own intelli-

gence will show you how to apply to your own individual conditions, for every mother's problem is a different one except in fundamentals, and she must always so consider it. When she attempts to guide her actions by book knowledge given by physicians, research writers, and others working in this field, she must always remember that there is no fixed law that applies equally to every child. There are always modifying conditions, and it is in these the mother needs the physician to go hand in hand with her, not arbitrarily directing her to do thus and so, if thus and so exists, but patiently, clearly and calmly showing her the way to go. This fact is fully recognized in the book we have under consideration. The authors of this book have had vast experience in connection with the Children's Hospital of Boston and the Harvard Medical School. They are eminent in their field and speak with undoubted authority. They anticipate and answer questions a mother is likely to ask about the care of her child and the details of its daily life. They also say enough about the diseases of infancy and early childhood to enable her to determine whether her child is really ill or not, and to aid her to do something for her child, if ill, until the doctor comes. The book does not take the place of the physician, but helps to prevent illness, when the child is well, and when the child is really ill it helps to take better care of it, directing the mother how to better and more understandingly carry out the directions of the attending physicians.

Long study of this subject in its every ramification, including the medical side, with much practical experience, leads me to believe that in this book mothers will find certain needed and looked for help that has not been easy to find heretofore in this form, clearly given, easily comprehensible, and absolutely authoritative. I have been intensely interested in the very clear and concise presentation of the various phases of children's conditions that call for care, and every thinking mother will find herself in thorough sympathy with every statement made, and every direction given to young mothers.

The Chapter on Sleep, Rest, Exercise and Fresh Air is alone worth the price of the book. The chapters on Training, Education and Emergencies are certain to do good in fields often untouched by medical advisers who have the first and best opportunity. The first chapter tells in but *two pages* exactly what articles the expectant young mother will need to provide before her baby arrives. Chapter two takes up the bath and all that relates to it, which is a vastly important bit of advice to a young mother almost afraid to handle her first wee baby. Chapter three shows the best way to clothe the baby the *first* year, and then goes on with the same subject for *later* years. In the same way, the next chapter takes up the next step to meet the mother—that of breast-feeding and troubles arising from wrong feeding, all in detail that is easy to grasp, without any confusion of thought, or lack of direct methods available to every one. No mother may misunderstand these directions. This is the especially fine quality of this book—no generalizations—and authoritative directions are given that may be individualized to meet every child's condition.

A separate chapter is given to wet-nurses; another to weaning and artificial feeding, with a résumé for and against patent and proprietary foods of which I have told you at length in one of my own books; how the late Thomas Morgan Rotch, M.D., of Harvard, showed conclusively the reasons why these foods are undesirable and an unnecessary expense when cereal preparations can always be better prepared at home.

The question of feeding children up to six years is taken up in a sufficiently detailed and explanatory manner to make it possible for any mother who has a reliable diet manual for later years, to keep abreast of the times whilst feeding her brood throughout not only six years of life but on through school age and much later. The fundamentals are the same for child and adult.

Let me give you just one example of the pleasant yet forceful way in which the young mother is set on her way regarding the hours of rest for her children—subject of vexed discussion amongst us all. There

is never one child like another in this respect, nor is there one house run exactly like another, yet Drs. Morse, Wyman and Hill strike a base, and here it is, for you to ponder on.

DAILY REST

"Babies under one year of age are in bed the greater part of the time. As they get older and begin to creep and walk they should continue to spend a part of both morning and afternoon in bed. At about two years, when they are walking well and are beginning to get about a good deal, they are up and around most of the day, but are put to bed for a rest, and usually to sleep for about two hours, either before or after the midday meal, according to the convenience of the household.

"The daily rest is one of the most important institutions of the child's life. It should under no circumstances be omitted until school age is reached. If the child has been accustomed to it right along, it is taken as a matter of course; if it is taken only occasionally, it becomes harder and harder to carry out. After the second year many children do not sleep during the rest, but they should have their shoes and upper garments removed and be put to bed in a darkened room and kept there, whether they like it or not, without any toys or books. Some children occasionally sleep during the rest period, right up to school age.

"The reason that the daily rest is so important is this: in proportion to its size and strength a child lives a much more violent and active life than an adult does; it is continually in motion, continually in a state of more or less nervous tension, and receiving countless new impressions all the while. It is very easy for a young child to become physically and nervously exhausted, and such exhaustion is one of the most common conditions with which a doctor is called to deal. It may be the cause of many symptoms, and the underlying factor in such conditions as nervousness, malnutrition, and loss of appetite. It can easily be seen, therefore, how extremely important it is for the young child to have each day a period of complete mental and physical relaxation."

SCHOOL LUNCHES

MAMMY LOU stood in a school yard in Alabama with a basket beside her. "What have you got for the children today, Mammy Lou?" asked a passing mother.

"Sardine-and-pickle sandwiches, chile."

"Oh, Mammy Lou!" exclaimed the mother in dismay. "What in the world possessed you to use sardine and pickle?"

"Lawd, chile, don' you know?" replied Mammy Lou. "The fish, dey says, is good for chillen—I read it in de paper—and dey likes de pickle!"

Mammy Lou was sound in doctrine, although her application of it to sandwiches was disastrous. In selecting food for children the two important questions to consider are: Is it good for them? And will they like it? Billy likes some foods of his own accord. Other foods are good for Billy. But to get Billy to like the foods that are good for him—ah, that's a problem every mother knows!

The Child Health Organization of America has long realized that the school lunch not only feeds hungry children, but also trains them through group psychology to like wholesome and unfamiliar foods. Your Billy may scorn to drink milk or eat green vegetables at home, but when he finds himself in line with all the other fellows, brandishing a mug and plate, milk and green vegetables become as popular as soda water and pie.

The principal of a school in Louisville, Kentucky, was so convinced that a hot lunch would improve the behavior and mental alertness of her pupils that she persuaded the Parent-Teacher Association to make and serve hot soup and sandwiches to the children at cost for one week. The ex-

periment proved that the children learned their lessons so much better and their restlessness decreased to such an extent that a permanent school lunch committee was appointed and the women took turns in making and serving the lunch. This is just one instance of what is taking place in thousands of schools all over the country.

Do you want to help your Tom and Mary and your neighbor's John and Ruth to have rosy cheeks and sturdy limbs, alert minds and happy faces, and a liking for the milk and pot herbs and fruit that once upon a time made a paradise for children? Then see that a hot lunch is available for every child in the schools in your community.

If hot school lunches have already been established, visit the schools and see that the proper foods are served and that the children's pennies are used only to cover the actual cost of raw materials. The expense for equipment, labor and heat should be borne by the school authorities or by interested community groups. The school lunch should not be used as an easy means for raising money, as it furnishes too great a temptation to exploit the children's appetites for bad food instead of training them to like good food.

If hot school lunches are not served, interest the other women in the community and then stimulate the school board or the teachers themselves to introduce them. Women's clubs and parent-teacher associations can help with funds and service.

EDITOR'S NOTE.—A pamphlet, "The Lunch Hour at School," prepared by the Child Health Organization of America for the United States Bureau of Education, describes in detail how to organize a hot school lunch. To secure this, send five cents to the Superintendent of Documents, Government Printing Office, Washington, D. C., and ask for Health Education Series No. 7.

CIRCUS LEMONADE

BY JOHN J. BIRCH

THERE are few attractions at carnivals or circuses more appealing to children than the lemonade stands. They flock to them in vast numbers to partake of

pink lemonade, orangeade or pineapple crush. Parents are often of the opinion that there is nothing harmful in the drinks which are sold there and furnish their chil-

dren with the necessary money to make their purchases. But there is as great a comparison between home-made lemonade made from lemons, sugar and pure water and pink circus lemonade as there is between a spring on the mountain side and the muddy river of the valley.

The unsanitary conditions existing in many of the juice stands are due to several factors. Water for the manufacture of the drinks is generally procured from the nearest source, regardless of its purity. It is transported in pails which are seldom cleaned and poured into whatever large container the operator has been able to procure to mix his beverage in. But this is not the most dangerous feature. Below the counter there is very often a pail filled with water into which the glasses are plunged, ostensibly washing them, but the real purpose is to remove the lemon slice from the glass so that it can be used again. These pieces are collected and used over and over again until literally they become worn out. Also for the economy of water and acid, the contents of this pail is used in the manufacture of fresh drinks. During rush hours it is often the practice to fill the glasses without making even a pretense at washing them or removing the piece of lemon or orange.

Another dangerous feature is the ingredients used in the manufacture of the drinks. The terms "lemonade" or "orangeade" are misnomers, for in reality the beverages are made not from fruit juices, but from citric or tartaric acids, colored with dye and, in

localities where sugar is scarce or expensive, sweetened with saccharine. Enough of this ready mixed acid, dye and sweetening to make several hundred gallons of liquid can be carried in a small valise.

In many of the booths there is displayed a grinding machine to crush pineapples for beverage uses. The great amount of noise which they produce while in operation and the fact that they are operated only while few patrons are near the booth prompted me to ascertain more about their operation. In an examination of a number of these machines, I found that they were constructed in such a manner as to produce an undue amount of noise, very likely to attract attention, and that one pineapple was sufficient to manufacture several hundred glasses of "pineapple punch" or "pineapple crush."

Mothers who in their own homes are the models of cleanliness and guard with vigilance the purity of the food which their children use, will let their boys and girls at circuses and carnivals drink from glasses which are seldom washed—allow their lips to touch pieces of lemons which have been used hundreds of times before, and take into their systems the most injurious of chemicals.

A careful investigation of the average "juice stand" at most any carnival or circus will reveal many, if not all, the unsanitary conditions which have been mentioned. It is high time that the cities become aware of these conditions and take steps for their remedy.

FAIR PLAY

BY ANGELINE VERNON MILLER

SOME of the least thoughtful attacks upon young people read as if a new generation appeared only once in thirty-three years, and was always entirely different from and materially inferior to the preceding one.

On turning back to similar attacks in the periodicals of bygone years one finds the same attitude, so that one is reminded of the man who was talking about hard times.

He said he knew they were hard; he realized it himself and he remembered hearing his father say that when he was a boy he heard his grandfather say the very same thing!

Another noticeable characteristic of the critics is their astonishing comparisons. They select the most ill-behaved girls that they see, compare them with the choicest ones that they remember, and say, "See how

girlhood has degenerated! There are the representative mothers of the next generation!"

However much present or past critics have to say about youth," the chief of their strictures are applied to "girls." So that it is only fair that an elderly lady, remembering her own girlhood, and having associated with girls every year of her life, should say something about the many lovely girls that she knows now, and the many other equally lovely ones that she has known or known of, as far back as her own memory and her mother's stories extend. There is no successive generation about it, just one steady stream of nice girls from long ago to now.

As to the boys, the writer simply knows that there are many chivalrous, courteous, considerate boys now, and that there has been a steady stream of them ever since long ago.

There were always as now, wise, kindly, sympathetic older people, without whom these young people never could have been so well brought up. And always, as now, there were the carping critics, the foolish parents, the unsympathetic old folks, and the unruly, unmanageable young ones, besides all the half-way ones of all ages.

Of course mistakes have always been made by the best and most earnest people, the mistakes of our years and of our opportunities. We always tried to instruct our parents. When we didn't have automobiles and movies we had horses and buggies, and could get our feet wet playing croquet after dewfall; while the selfish and unruly always found trouble to make and always will find it.

For the older people the danger some years ago was that they might not realize how much responsibility the younger ones were able to carry. Since the World War we may turn over too much to the eager hands of the juniors. It is wonderful to be able to rise promptly to unexpected, unlimited demands, but staying powers depend upon experience and enduring strength.

The recuperation of youth may be weakened by long, steady strains.

One of the misfortunes of all of us just now is the noisiness of the times. In the perplexities and confusion following the war, we find blatant speakers and writers ready to reform everything except themselves. We have to collect ourselves and realize that the best and ablest people we know are going quietly about their own business, and their writing and speaking are restrained, frankly sharing their puzzlements, or bringing their practical knowledge to help meet some difficulty.

There are always foolish extremes of dress and manner, indulged in by those addicted to whatever the folly of the day may be. Unfortunately a part of this extreme is, again, the noisiness of the times.

Our good fortune just now is that the pendulum of the extremists has swung so far that it is beginning to swing back again, and the crude styles of dress and manners already appear out of date. Those of our young people who have been too much under the influence of the noise and all that it means are beginning to have an opportunity to realize some of the finer things to which they really aspire, for every one of them is entitled to enter the charmed circle that already includes so many.

Good manners are always quiet, and are enjoyed and respected even by those who have not yet acquired them. We are fortunate in having so many among us, old, young, and all the connecting years, whose good manners are based upon good principles and fine characters.

We have many an opportunity to practice courtesies both privately and publicly, and always to our own advantage. Perhaps no one has ever regretted being too polite. Probably everyone has mourned mistakes in the other direction. Fortunately we are never too old or too young for this, and when we feel uncertain we are always safe in following the example of those of whose fine manners and high principles we are sure.

"There are many lives ruined because they have not tenderness enough. Kindness is not tenderness."

A PLACE FOR CHILDREN TO PLAY—WHOSE RESPONSIBILITY?

NOT long ago a certain organization of men in a small town wrote the president of the woman's club that the men were giving up playground work for all time and turning it over to the women because it is rightly "the women's job."

It is probably true that the mothers and teachers of a community are more closely in touch than the men with the play needs of the children. They are the ones who hear the ceaseless wail of lonely, idle but energetic children: "What is there to do-o-o?" Once there may have been a time when even mothers and teachers thought that putting them to play instead of putting them to work was just so much waste time. Nowadays they know that play is the best possible development of a child's powers.

Answering the question of the children by supplying directed play on land set aside for the purpose forever, has truly become the women's job in many towns. The mother with small children, no back yard, no time and no money to secure the best kind of play influences for her brood, looks to the school and the community to supply her need. The public-spirited mother who has everything necessary to give her child the best training is not satisfied until every mother in the community has the same advantage. Women find in the play movement the expression of every mother's and teacher's dream for the rounded education of children.

However, what may be "women's work" in the beginning when the need for play places is felt by only a few very soon becomes the responsibility of the whole community when land must be bought and paid for and supervisors of play secured. Many groups of women have organized play on a vacant lot, only to have the land sold before the community had been brought to a complete realization of the value of it. The Parent-Teacher Associa-

tion is one of the best organizations in the country to sponsor playground work because it recognizes in its very name that no job is strictly a woman's job that concerns the welfare of children.

The Harmon Foundation of New York City has a Division of Playgrounds organized to help towns of 15,000 and under in which some woman's club or men's club or, better still, some women's and men's club, has started out to prove that establishing playgrounds is the job of the whole community. While the Foundation places the final responsibility for securing and maintaining playgrounds on the community it recognizes that in the beginning a small group must espouse the cause and often outside help must come in to give strength to those who accept it as their job.

A special offer was made sometime ago to the Federated Women's Clubs of the country. The Foundation will contribute 25 per cent of the cost of the land, contribution not to exceed One Thousand Dollars and to constitute the final payment, if the local women's club will accept as its job the convincing of the community that it is a community job to provide and maintain playgrounds and secure the other three-fourths of the cost. A similar offer may be made in the fall to Parent-Teacher Associations if they prove that they, too, are willing to accept this responsibility and call upon the Foundation to help them with their job.

The offices of the Foundation are at 140 Nassau St., New York City, and Miss Mary L. Stoughton is the Director of the Division of Playgrounds. Requests for further information about the conditions under which help may be offered to Parent-Teacher Associations should be addressed to her. The Foundation is conscious of its responsibility and will be eager to know how many Parent-Teacher Associations are conscious of theirs.

The Study of a Child MORAL PROPHYLACTICS

BY ELLA FRANCES LYNCH

“THE American girl now reaches the age of sophistication at eleven instead of twelve, as formerly,” is a statement attributed by the press to the national executive of a girls’ organization. “The daily newspapers, magazines, moving pictures, radio and all other agencies that tend toward the sudden speeding up of living generally are responsible for the lowering of the age of sophistication.”

What is it to be sophisticated? It means being wise to the things of this world. It means being artificial rather than natural; being an undersized man or woman instead of a child, and having the temptations of maturity with the resisting powers of infancy.

We read the natural results of this “speeding up” in the statistics concerning crime, insanity, and suicides. Thus: Our prison population is growing faster than the population at large. Three-fourths of the criminals tried in the city courts are boys and girls under twenty-one years of age. While the population of the country has been doubling, the population of our insane asylums has been multiplied by five. The president of the Save-a-Life League reports nearly 3,000 child suicides in the past four years in this country, the number increasing yearly. In 1919 there were 477. In 1920 there were 707. In 1921 the number had increased to 858. In 1922 there were over 900.

We are spending more money and energy today than ever before to make the world safe for the young. Boy Scouts, Girl Scouts, Big Brothers, Big Sisters, playgrounds, high schools and social centers are kept going at high speed in order to head off disaster, yet the percentage of failures along every line continues to increase. We may as well recognize the fact that all such agencies outside the home are of necessity for salvage rather than prevention. The damage is nearly always done

during the first ten or twelve years when children ought naturally to be under the absolute care and guidance of their parents. Seemingly we need to learn all over again how to defend and preserve the home from moral contamination. To do this successfully, parents need to be quite as alert to the menace of up-to-dateness as they are to diseases that call for a colored placard on the door.

Young people do not go wrong out of sheer love of crime, but because they live in an unwholesome environment that leads them to identify crime with romance, and to regard law-breaking as the great national sport. Insanity, or “doing and saying things that sane people think but do not say or do,” is really lack of self-control, and in the great majority of cases might be traced to a disordered home life that confuses freedom with license. Child suicide is not to be explained on any ground whatsoever except that of a frightful failure in education.

Education is not book-knowledge. It is a battle for the soul. At the best it is a mighty battle, almost greater than ordinary parents are equipped for in the face of present conditions. It is disheartening to reflect that all of the evils that made child-training difficult forty years ago still exist, and that new possibilities of evil, as the moving picture and the vulgar magazine and newspaper and novel, have been added. The most insidious kind of fiction is coming with increasing frequency from the presses of well-known publishers. The writers seemingly sanction a philosophy of living that would shame the jungle tribes, in its presentation of life among the fashionable sets as a breaking loose from all orthodox social customs. Yet so great is bound to be the power of the written word that boys and girls will accept and believe what they find between the covers of a book, even when it contravenes their own good

sense and the best precepts of parents and teachers.

In the old-time home library were only a few books, but each was the work of a healthy-minded author who would not perpetrate vulgarities for the price of a new car or a winter in California. Not a line in those books but pointed upward rather than downward, confirmed the good instruction of home and school and church, and emphasized the need of right doing and respect for law. There was no salve for defiance of the conventions. Wrong-doers were punished and right prevailed in the long run. Not a passage was there to blur the vision or discolor the glasses of the young so as to make them see wrong. The whole effect was to keep the windows of the soul large and clean.

Not in this fashion do the new writers work. They say: "Don't waste time looking at the stars. Some of those shining things have only a borrowed light. Look down here to the earth and see how sordid life really is."

The realists believe that anything and everything should be printed or acted, and that in knowledge of evil lies salvation. They talk learnedly about the power of the human mind, but they ignore the weakness of the human will. They have much to say about the progress of the human race and never allow that this "progressiveness" is being marked by an increasing number of failures along the line of march.

After reading a few books of the "realistic" type, young people naturally gain the impression that unconventional doings are common in good society and therefore cannot be wrong. A chaperon is mere "excess baggage" in their eyes, after following the adventures of a society girl hiking untended through the California mountains and marrying a vagabond encountered on the way—a young man who looked like a fraction of the Great Unwashed, but was in reality, of course, the "catch" of the social season. According to the sophistry of our misguided youngsters, "every one has a right to live his own life"; there are no sins, only indiscretions; immorality is simply being brave enough to act against

society's artificial standards; reticence is hypocrisy and a sense of shame is a silly survival of a past dark age; there are holier alliances without the marriage bond than within it, and only the old foggy thinks you cannot touch pitch without being defiled. As for divorce, they anticipate it as lightly as getting a permanent wave.

I do not believe that intoxicating drink has the power to destroy soul and mind and body as generally and completely as does debasing literature. With the adolescent's vivid imagination, it is nearly as full an experience to read or think about a thing as to see it. And what is bad for the soul is bad for the body. The man who is not morally and spiritually in health is soon reporting to his doctor for physical and mental ailments. If the doctor is wise he will say: "There is nothing the matter with your body or mind. It is your soul that is wrong."

It is not uncommon to find children attending shows and reading books and periodicals that might well have caused the old Greek heathens to blush. What has brought a so-called Christian country to the toleration of such depravity may be worth thinking about. It seems to me that the newspapers are greatly to blame. The successful editor has discovered that the surest way to gain readers is to buy and distribute moral garbage. By degrees he has accustomed us to unwholesome reading until we tolerate a fearfully low tone as compared with the great dailies of forty years ago. Recently I went to a newspaper office to express my regrets concerning an article that had appeared on the front page. The editor did not condone its moral offensiveness, but he refused to take responsibility, saying: "We look solely to the news value of an article. Its effect is none of our concern."

The real concern of newspaper and publisher is, of course, money-making, as in any other business. The mention of censorship brings a wild outcry from them lest their business be ruined. Yet if publishers do not live up to the responsibility they owe the reader, which is to supply him with material worth reading, and if they con-

tinue to throw on the market the indecent compositions of morbid near-artists, then financial ruin is too light a penalty. The law has as much right to protect the public against the bad book as against the bad citizen. The community has the right and the responsibility to protect its growing boys and girls from the wrong kind of plays, movies and reading matter. Our everyday citizen is entirely too calm and contemplative in the face of this insidious enemy of the young. If a foreign foe were threatening his land, every man would rise to its defense. If pestilence struck the city, each and every one would sacrifice time and money and energy to check it. If an opium den were opened near the high school, every citizen would demand that the law be enforced. He would not content himself with saying, as a prominent bookseller said recently: "I take care of my children and see that they do not read improper books. It is up to other parents to do likewise." If stores were selling a commodity that would turn the skin black, as someone remarked, none of us would tolerate it. How quickly we rally to fight the enemy that would attack the body, but the worst enemy of humanity is within each of us, and instead of helping the young to fight a good battle against temptation, we are allowing them to be crippled at the start, all because a few disreputable writers and publishers and producers want to make an easy living—for back of it all is greed!

It is a satisfaction to hear that the booksellers are becoming aroused to their responsibility to the public and that at their national convention at Detroit in May they passed without a dissenting vote a resolution to the effect that: "We view with alarm the great amount of erotic literature being published in the last few years, and we want to place ourselves on record as opposed to it and anxious to do what we can to discourage its circulation."

To be honest, the bookseller was right when he said that it is the business of the home to protect children from moral dangers. Let us enumerate some of the steps that parents should take to keep their girls and boys from growing old too fast. If you

are living in a village or town or city, it is safe to advise you to put on the brakes. Find out what goes on at school, whether noonings and recesses are properly supervised, and see to it that your children come directly home at dismissal within a time-limit that keeps them at a jog-trot from the time they leave the teacher until they reach your door.

There is no sound reason for small children who attend school to go outside your yard afterwards for companionship. Give them plenty of suitable work to do, indoors and out, see that it is properly done, and send them early to bed. Do not allow them to spend nights away from home with other children, and do not encourage other children to stay with yours. The time and place for their social affairs is in the broad light of day within a safe distance of a fit guardian.

Do not allow children to get the notion that they must attend the movies at certain intervals, even once a week. In the first place, it is not right to spend so much money, as a rule, on children's non-constructive amusements. In the second, the best, most innocuous, most instructive movies ever made have a disquieting effect on children and go far to produce that restlessness and craving for excitement that later seeks its thrills in unhealthy reading matter and in the wild dancing and automobiling of the present time. One good mother who can say "No!" to her children will strengthen the hands of every mother in her neighborhood.

Do not allow the alleged "funny papers" to come into your home. There may be harmless ones, but on the whole they are destructive of taste and imagination, leading children and grown people to think rubbish, talk rubbish, and act rubbish, and leaving no mind whatever for earnestness and purposiveness.

If you are among the parents who are keeping up with recent fiction, make up your minds that your children will display the same literary tastes. Hiding your novels behind the cookbooks will not keep your boys and girls from being affected by your reading and thinking.

Constructive Recreation

BY ETHEL PAULINE TODD

IN these days of so much criticism of our public schools, I often wonder if a conscientious survey of the situation would not reveal that the fault lies in our lack of intelligent application of what the schools offer. The schools carefully plan a constructive program for the children, a program which furnishes the inspiration for worth-while interests in life, a respect for the manual as well as the mental accomplishments, a pride in sturdy physical development, the cultivation of the reasoning faculties—a type of education which is broader than the mere accumulation of text-book subject matter, and yet does not exclude it.

Outside of school hours, during what is known as the child's leisure time, how much effort do we make to systematically correlate his play interests with his progress in school, thereby cementing the relationship between the two strongest influences in his growing years, his home and his school—his parents and his teachers?

First of all, a child is entitled to out-of-door play under conditions from which the constant tension of being on guard against danger is removed. If possible, the back yard, with its simple home-constructed equipment such as Community Service is prepared to demonstrate, is the ideal. If that is an impossibility, there is still the vacant lot, the street "safe play" area, and the municipal play field.

Mothers can co-operate by taking turns in overseeing the play of a group of children, thereby insuring safety from undesirable influences as well as physical danger. Personally I favor keeping children under high school age in the immediate home neighborhood, and when no alternative can be offered, using a roped-off street for roller skating and coasting, thus avoiding the many tragedies of the open highway.

Other cities may well profit by the ex-

ample of Seattle, Washington, where, through the spirit of co-operation fostered by the former Chief of Police, Mr. Searing, and Lieutenant Carr, of the Traffic Squad, all branches of the motor industry, all State, county and city officials in any way connected with the regulation of traffic violations, the Auto Club and the officials of the street department are busy on a program which is already decreasing the number of child accidents.

We should encourage our boys and girls to take every advantage of the physical training offered through the schools, the playfields and Community Service, not necessarily to become athletic stars, but to develop sturdy, clean bodies and to gain an intelligent understanding of "the rules of the game." In after years, away from home and lonely, a keen interest in clean, competitive sport may prevent many unfortunate associations. Too many of us consider our children as personal possessions, failing to realize that we hold them in trust, and that sooner or later they must become members of the State, going away from protecting home influences, and that consequently we must build in childhood the character that will instinctively guard them when they are "on their own."

How many of us recognize the child's pride in possessing a place all his own, in his home—it may be just a corner, or it may be a room in the basement, attic or shed, but some place where he can have his individual treasures, where his friends are welcome, and where he can in a measure be the proprietor? It is interesting to watch him apply the lessons he learns in school to his play at home, and in order to keep him contented in the evening, at home where he belongs, he must have such a place.

Even the smallest tots will draw, paint, model, cut, play school or store, on the smallest encouragement. It may be tor-

ture to the exquisite housekeeper sometimes, but let her think of the years ahead, when only artificial pleasure will suffice the boy or girl, and no resourcefulness to occupy leisure has been developed.

The child naturally applies his new-found, school-inspired knowledge to his outside activities. The school can furnish the method and the incentive, and it remains for the home to permit and encourage the child to follow them by practice. It is impossible for the school to do more than furnish the basic principles; it is for us, through co-operation with the teachers and other agencies, to produce from them the maximum of development.

The teachers who know to what your child inclines, can advise, and I have yet to find the teacher who fails to respond to a parent's concern for his child's welfare. She is usually on the *qui vive* to fan the spark of interest, and will gladly suggest helpful materials and sources of greater inspiration. The public library, also, will always give information as to books and magazines for mother and child, and, let me add, for father and child.

I would like to see neighborhood plays made a feature of child-life, with child subjects, and child actors, performed in the home as a Friday night celebration. Such an institution is "The Cabbage Patch Players" in Seattle, directed by Mrs. Stanley Griffiths, a mother who is clever, had young children, remembered her own childhood joy in "play-acting," and who gathered together the children in her neighborhood, had simple, home-made costumes, wrote simple plays appropriate to their age and easily learned, and had them performed in a corner of her living-room before audiences of appreciative fathers and mothers.

This offers another field of service for talented P.T. A. members, for I understand that it is difficult to find really good plays for children. How many could be written on the foundation of lessons learned in history, reading and geography! A demonstration of child-life in Japan or Holland, or the interpretation of a famous story would provide the necessary motive

for a neighborhood family affair, and would center the interest in the home.

What possibilities arise for the practical application of the music lesson! It ceases to be a bore when the child sees a use for it in the school orchestra, in community singing, or in the home theatricals. We all feel more cheerful when we have gathered around the piano and have sung a few songs. There again the school furnishes the instruction and the incentive, but—how much do we use them, and how often do we ask the teacher to come in as one of us for a good old home evening, when we create our own amusement?

In the smaller towns and in the rural districts there is a better spirit, and the teacher is more often made one of the community, participating in its life, but in the city so often our interest in her becomes purely mechanical, and our commercialized recreation does not take her in. As Brisbane states, "We are becoming a nation of 'lookers-on,' instead of actively participating in our pleasures."

Of what value are manual training, domestic science, gardening instruction, if we do not allow the child to practice at home the lessons he has learned in school? Of course it disturbs the day's routine, but how can the little hands become skilled and efficient, and how else can respect be acquired for the production of the necessities of daily living?

Many of us can testify to having clumsily found our way to the making of pie crust, the rolling of cookies, the kneading of bread, and the canning of fruit, and to our struggles to mend a garment or to cut out clothes of the simplest kind, after our marriage, finding it all utterly discouraging because our manual education had been considered non-essential. Already the influence of this branch of school activity is being shown in the pride that young people are taking in saying, "We did it all ourselves,"—in the new homes, the home-made furniture, home-made clothes, home-made "eats." They are all on the up-grade in public favor.

Then what a field for active P.T. A. members who have vision is to be found in

making the neighborhood "movie house" an asset in the development of the child's vitalized knowledge, through an alliance between the manager of the theatre, the parent and the teacher, for the systematic working out of occasional programs devoted exclusively to child interests and within the comprehension of the little ones! At present there is such a mixture on most of the programs—splendid educational features and problem plays. There are so many fine films that intelligence and co-operation could correlate them and present them at the psychological moment when they would visualize the subject being studied in the classroom. The moving picture presents a wonderful opportunity for those who are really interested in a constructive recreational policy.

Then in how many ways can the father become an active partner in the recreation business, instead of just a source of revenue, as is so often the case! He can take the children for hikes and excursions and add to their fund of general information by visiting the water-front, exhibits, museums and industrial plants, and by swimming, fishing, accumulating specimens for the collections of minerals, coins, stamps, so dear to the heart of every boy at some stage of his career. "Dad" usually has lying dormant a very wonderful capacity for companionship with his children, if we go a little under the surface to find it, ignoring his half-hearted remonstrances.

Naturally every child desires companionship, likes to feel that he "belongs to" something, and if we recognize his right to that privilege and make it possible for him to become an active member of some group, we may again help him in the years to come by giving him the key to desirable connections when he is away from home and among strangers. For the little girl there are the Fireflies and the Bluebirds, for the older ones, the Camp Fire and the Girl Scouts, for the small lad, the Overall Boys, and for his elders, the Boy Scouts, all providing an international social affiliation which can still concentrate its immediate activities in the home neighborhood, and as we feel it wise to allow

a wider range, ready to provide through national organization, wholesome, attractive and constructively stimulating programs.

One big function of the Parent-Teacher Association is to interest itself in as practical and purposeful a development of the child's leisure day as is demonstrated in his school day. In order to prove our claim to this statement, the Playground and Recreation Committee of the Congress of Mothers and Parent-Teacher Associations of Seattle, in the spring of 1921, sponsored the staging of a series of demonstrations in the auditorium of Frederick & Nelson's store in Seattle, an especially beautiful place dedicated to the public service and furnishing a most attractive background for the exhibit. The manager assisted in every way possible to make the affair a success. The committee had no funds at its disposal, but everything, including generous newspaper publicity, was given them.

The object was to show the possibilities in the way of activities for the child's leisure at home, and the resources within the reach of every parent at no cost, requiring only the knowledge of their existence. The Public Schools, Community Service, Public Library, Boy Scouts, Overall Boys, Camp Fire Girls and Fireflies, all participated. One Saturday was devoted to the primary grades, the second to the intermediate and grammar grades, and the third to "Safety First." In this last division they had the co-operation of the Chamber of Commerce, Police Department, School, Street Department and Truck Drivers' Association, as well as the Auto Club and Judge Griffith, of the Superior Court, an ardent believer in safe play for children, or rather, in the child's right to safe play.

To Miss Helen Reynolds, of the Department of Primary Method, and Miss Clara Reynolds, of the Department of Manual Arts, are due much credit and appreciation for working out the details of the interesting events, which were attended by throngs of people. At tables, seated in chairs of suitable size, sat groups of four children, representative of the average

family, with a teacher representing the mother. One group cut and pasted, one drew, another made and painted toys, another listened to a story. Occasionally a gong would sound, and all would stop to listen to singing by another group which arrived to give a demonstration on the stage, or to watch a child-play or folk-dancing to a Victrola. Every conceivable activity of the child was demonstrated. Toys and books were shown, with the public librarian to explain them to interested mothers, and there were printed lists of books and music for distribution. In every exhibit, actual work was being done by the children in manual training, domestic science, drawing, etc., and the Humane Society was also represented. Alternating groups were used, so that the children did not become tired, the first group showing from 10.30 to 1 and the second from 1 to 4

o'clock. It was continuous over the noon hour out of consideration for the parents who were employed, and it was amazing to see how many busy fathers came because "my boy is going to play in the orchestra" or "my girl is in one of the exhibits."

It would be possible to continue indefinitely, because so much ground was covered and so much good accomplished. Most of us want to do the very best in our power for our children, and we want all the information we can get, to help us. My ideal of the work of the Parent-Teacher Association has always been that it should be compared to a post-graduate course for parents, and that it should make available to every father and mother the information that will help them to help their children to find their way to a well-rounded, useful life.

LESLIE M. SHAW ON THRIFT

SOME outspoken observations on the youth of today were made by Leslie M. Shaw, Secretary of the Treasury under President Roosevelt, and now in his seventy-fourth year of life, in a recent talk before the Marquette Club in New York.

"This seems to be a generation of 'get-mores,'" said Mr. Shaw. "The question that seems uppermost in young people's minds nowadays is, how can I get more money—how can I find the short cut to wealth? If more than the legitimate fee for a service or profit from an undertaking is to be obtained, they are all for it. What we need to teach the younger generation is how to put more into life, not how to get more out of it.

"Yet the idea of thrift seems furthest from their minds. The whole sentiment among young people is not to accumu-

late savings, and thrift is considered stinginess. There is only one infallible rule for success, and that is—can a man live within his income? A man who spends all of his income for living expenses is never going to succeed."

Growing boys are not being taught the meaning of a day's work and the value of a dollar as they were in the old days, Mr. Shaw thought. It was not the country's illiterates who were sleeping in the parks with newspapers for a mattress, but those whose parents kept them from working that they might get an education.

"But I'm not against education, mind you," said the speaker. "I believe in it, but the young man must be taught that he must work for what he gets; that this world keeps a one-price store, with no bargain counters."

NATIONAL OFFICE NOTES

BY FLORENCE V. WATKINS



"The Infant and the Young Child: Its Care and Feeding from Birth Until School Age," Morse, Wyman and Hill, W. B. Saunders Co., Philadelphia, Pa., 1923. This book would be excellent for the use of Pre-School Circles. Perhaps the best book which has yet appeared for use by Pre-School Circles is "The Pre-School Child," by Arnold Gesell, Houghton, Mifflin Co., New York, 1923. This book not only treats of the significance of the pre-school period, but of the kindergarten, pre-school provision for handicapped children, the pre-school child and the home, and other interesting phases of this much-neglected age. Still another book of interest to young parents is "The Health of the Runabout Child," by William Palmer Lucas, the Macmillan Co., New York, 1923. It is real fun to read this book as everything is expressed in most unusual and interesting ways. Any Pre-School Circle would be benefited by studying this book.

"Tobacco and Mental Efficiency," M. V. O'Shea, Professor of Education, University of Wisconsin, the Macmillan Co., New York City. An unusual book and one of interest to the parents of growing boys and girls.

The Community Service, 315 Fourth Avenue, New York City, issues some interesting material for persons interested in engendering a right community spirit among our children. A recent article was on "Mouth Organ Contest (especially for Boys)." A guide for organizing such a contest and training the players has been issued, called "A Harmonica Tournament," No. 176-A, 10 cents per copy. Why not such a tournament for girls? Why not carry out such a plan for the warm weather vacation days?

Another interesting and helpful leaflet for adults is "Formation of Male Quartets," C. S. No. 107. The Bureau of Community Music of the Community Service will also supply a list of suitable selections for male voices.

In the May issue of *The Canadian Child* is a most illuminating article on "Education and Citizenship: Sounded the Keynote for the Great Educational Conference Held During Easter Week." Parent-Teacher Association workers will be interested in the sections on "The Pre-School Care of the Child" and "Home-Making."

The *Congressional Digest* for May has an article of unusual interest: "President Harding's Proposal to Join World Court Discussed Pro and Con," by members of the Cabinet, Senators, International Authorities, Political Leaders, and the Press. Every citizen should read this article. The *Digest* is 50 cents per copy.

The Judson Press, Philadelphia, has a book "dedicated to the National Congress of Mothers and Parent-Teacher Associations," by Harriet Bailey Clark, M.D., which is called "Mothers' Problems." As the editor says of the book, "It is simple in language, accurate in statement, sound in psychology, vital in pedagogy, concrete in treatment, practical in purpose and spiritual in tone." It would make an excellent book for study in a Pre-School Circle. It is written by a mother for mothers.

The University Society, Incorporated, 44 East Twenty-third Street, New York City, has just issued a booklet called "How the Home Can Co-operate with the School," which will be of interest to Parent-Teacher Association workers.

The *Delineator* issues "The Baby's Record," by Bird T. Baldwin, Director, Iowa State Laboratory for the Study of Normal Children, which would make a much-appreciated gift for an expectant mother or the mother of a very young child.

School Life, issued by the U. S. Bureau of Education, has an editorial in the June issue entitled, "An Adjunct to the Public School," which deals with the value of Parent-Teacher Associations. Another article by Ellen C. Lombard shows the extent of the work being given in colleges and universities during the summer sessions of 1923. Another interesting article in the same issue is entitled, "Peckham Pupils Build Their Own School," and is an account of how the boys of the Buffalo Vocational School are gaining valuable experience and saving the city \$15,000. The instructors and pupils prepare the plans and do all the work except the heavy labor. This is an excellent example of the project method in education.

The Tennessee Branch of the National Congress of Mothers and Parent-Teacher Associations is getting out some fine leaflets. Among them is one on "Loan and Scholarship Fund;" one which gives the "Minutes of the Eleventh Annual Conference of the Tennessee Branch," and a most excellent one on "The Elements of Patriotism: Its Importance and How to Teach It." While we may not agree with all that is said, the leaflet contains much that will stimulate thought.

All readers of the CHILD-WELFARE MAGAZINE should secure a copy of "Child Labor in the United States," issued by the Children's Bureau of the U. S. Department of Labor. In it ten important questions are answered. Some of the facts presented are most appalling. If you have not seen this booklet, send for it today.

The J. B. Lippincott Co., Philadelphia, has just issued a book, "The Charm of a Well-Mannered Home," which should be read by every home-maker, especially the chapter on "The Relative Importance of Things." Many a home would be saved from ruin if the home-makers memorized this chapter and then lived it.

The *Foundation Forum*, 1028 Marine Trust Building, Buffalo, N. Y., contains an article which every one interested in education should read, "Nursery School of Detroit." This experiment is being watched with great interest by parents and teachers alike. Pre-School children are the ones being studied in this school. Another article of interest to Parent-Teacher Associations in this same issue of the *Forum* is entitled, "The Girls of Today and the Women of Tomorrow." Every mother should study this article.

The Playground and Recreation Association of America, 315 Fourth Avenue, New York City, has just issued an interesting booklet on "Beauty in the Home Town," by Lorado Taft, the artist. It is excellent.

An excellent leaflet from our National Chairman of Thrift, Mrs. Ella Caruthers Porter, called "Thrift Messages." It contains "suggestions and outlines for thrift messages" for use in intermediate grades of the public schools. In quantity, 1 cent each.

One of the most interesting publications recently received is the "Report of the Annual Meeting of the Service Citizens of Delaware," May 4, 1923, by Joseph H. Odell, Director. The section on the improvement of the negro schools is especially interesting. Each Parent-Teacher Association worker should see this book and realize what a prominent part the State Parent-Teacher Association is playing in this movement.

This year Children's Week is to be observed October 14-21. The International Sunday School Council of Religious Education, 5 South Wabash Avenue, Chicago, Illinois, has just issued "International Leaflet 116," which contains excellent material on the purpose of children's week, the program, suggestions to townships or district leaders, with programs. These leaflets are 5 cents each.



NEWS OF THE STATES

GEORGIA

LOUISVILLE HAS PRE-SCHOOL CIRCLE

Mrs. M. C. Barwick, the new president of the Louisville P.-T. A., writes most enthusiastically of their plans: "Already we have begun to form our committees and make plans for next year's work. We are forming a pre-school circle and besides this are planning to work especially for our school library. I was so interested in the State Convention that I am anxiously awaiting the appearance of the 'Year Book'."

JUVENILE PROTECTION

By Frances Hays, National Chairman

Juvenile protection was the subject chosen for concentrated study in Portland circles for May. Twenty-two circles in the city and several out through the state named juvenile protection chairmen and are carrying on the work of creating a public informed as to agencies and laws for the protection of our children.

In carrying out the juvenile protection program, get the co-operation of organizations and individuals interested in the constructive care of children in the home, school and community, and feature this work by the following methods:

1. Study your community, as to its juvenile protection resources and its needs, discovering if there are any degrading influences to be eliminated.

2. Request that addresses be made in churches, lodges, men's and women's organizations on the importance of providing right environment and guidance for our children.

3. Get the co-operation of local newspapers in featuring organizations for the protection of children.

4. Give a family entertainment featuring "Progress Pageant" (advertised in *CHILD-WELFARE MAGAZINE*), also boys and girls organizations, appropriate music, plays.

5. Exhibit posters, pictures, etc., presenting the standards of Boy Scouts, the girls' organizations such as Girl Scouts, Girl Reserves, Campfire Girls and other community activities.

6. Get the books stores to display books for children and parents.

7. Get the co-operation of the local motion picture theatre for a family night or children's matinee with an indorsed film. There should be a short talk on the educational and recreational value of good pictures.

8. Ask your library to display books of special interest and furnish reviews for local papers.

9. Have appropriate music and songs at assemblies of any group of people.

10. Through art, display those pictures that present the beauty and joy of home life.

11. Broadcast messages by radio.

12. Have a parade in which church and school organizations for boys and girls participate.

13. Distribute at assemblies a brief digest of state and local laws, as to protection of children.

14. For any further or more detailed advice, write the State or National Chairman; State Chairman, Mrs. George M. Howsman, 20 Frederica Street, Atlanta, Georgia; National Chairman, Miss

Frances Hays, 514 Chamber of Commerce, Portland, Oregon.

STATE PRESIDENT VISITS PLAINS P.T. A.

On Tuesday, Mrs. Jones visited and addressed the Plains Parent-Teacher Association, finding a thriving organization working for their school, which is a handsome, modern structure. In spite of heavy rains there was an enthusiastic attendance, many driving over for the meeting from the Thompson Parent-Teacher Association, a consolidated school near by.

PARENTAL RESPONSIBILITY

Several centuries ago parents were advised to "train up a child in the way it should go." This advice holds good today, yet how many parents know what this "way" is, and, knowing the "way," how many are wise enough to so train the child that he will go that "way"?

We are working overtime that phrase, "parental responsibility." Why keep on telling parents to meet their responsibilities, when countless numbers do not know what these children of theirs have a right to receive at their hands? If your association is not meeting its responsibility, in this direction, training parents in parenthood, it is "not functioning as it should." It has been said by an authority "that no girl ever went wrong and stayed wrong who had the right type of a father for a pal," and the same is equally true of the boy whose mother is his pal. Right types in parenthood is another slogan for P.T. A.

COUNTRY LIFE CHAIRMAN MAKES FURTHER SUGGESTIONS

Mrs. J. Leonard Rountree, of Summit, Georgia, State Chairman of Country Life, also President of the Emanuel County Institute, P.T. A., the only high school in the state entirely in uniform, the girls in middy suits as well as the boys in khaki, makes some further suggestions whereby rural associations may put money into their treasuries during court week, serve meals on the courthouse grounds, barbecue dinners, etc., having a different committee for each day, materials being donated by patrons of the school. At the next term of court our P.T. A. is planning to serve the entire week if arrangements can be made satisfactorily. It is also our custom to serve refreshments each night during commencement.

Mrs. Rountree made some splendid suggestions for rural work in March, among which was the "mother association" idea—that of the stronger associations mothering and helping the weaker, more isolated ones.

AMERICAN EDUCATIONAL DIGEST AGAIN FEATURES GEORGIA P.T. A.

The March number of the American Educational Digest features a picture of Mrs. Bruce Carr Jones, President of the Georgia Congress of Mothers and P.T. A.

A UNIQUE ASSOCIATION

The New Holland Association is unique in its way. The mill providing all up-to-date school equipment meets the present needs of the community. The P.T. A. has provided a nucleus of a library and suitable pictures to a group of rural schools in Hall County, in order to assist

them in the matter of consolidation. It was from this association also that two members, sacrificing a day's pay in the mill, went into Gainesville to tell what the P.T. A. had meant to them in their community. This spirit of service might well be emulated by our P.T. A. all over the state.

MAINE

YARMOUTH RECENTLY ORGANIZED

The Parent-Teacher Association held an interesting meeting at the High School building. On account of the illness of Mr. Hughes, who was to speak, Mr. Bates, the academy principal, came to the rescue with a talk on "Teaching of History in Our Schools." Superintendent Bynam gave a brief sketch of the work in manual training and its needs. This was followed by reports of the Parent-Teacher convention held in Portland. After instrumental selections songs were given by a chorus of high school girls. Interest is being shown in this association, twenty-one new members having joined at this meeting, bringing the total membership to 111.

FERRY PARENT-TEACHER ASSOCIATION

The Ferry Parent-Teacher Association held another very successful meeting, under the direction of Mrs. W. H. Owen, chairman of the child-welfare committee.

Miss Hardy, Red Cross nurse, gave a highly educational address on the relationship of her work with the home and school.

The association is growing and is doing a lot of good in the school and community.

PARENT-TEACHERS AT GARDINER CLOSE SEASON

The last meeting of the season of the Gardiner Parent-Teacher Association was held in the high school auditorium and was largely attended. The principal speaker of the evening was Mrs. Sara Cook, police matron of Brunswick, who gave a very interesting and helpful talk on her work in Brunswick. The Parent-Teacher Association is anxious to have a police matron in this city, believing that much preventive work could be accomplished were such an office established, and Mrs. Cook, who is a former Gardiner woman, made the existing conditions apparent.

THE STATE CONVENTION

Mrs. Frederick P. Abbott, of Saco, president of the Maine Parent-Teacher Association, opened the first biennial convention in the Senate chamber, with these words: "Two years ago today we met here to organize our Parent-Teacher Association for the State of Maine. Glad indeed are we that we organized and have taken our place at the great round table of the nation.

"We welcome this opportunity to acknowledge with sincere appreciation many courtesies extended to us, the cordial and sympathetic attitude of our Governor, who gave distinction to our organization by nominating your president to the board of normal school trustees, giving us a contact with the teachers in training, which must prove helpful, to Dr. Augustus O. Thomas, State Superintendent of Schools, to Miss Florence M. Hale, agent of rural education, always cheery and ready to serve, and to Adelbert W. Gordan, of the State Department of Education.

Miss Florence M. Hale, of Augusta, state agent for rural education, spoke on "The Extension Program of Parent-Teacher Association Work." She declared that Parent-Teacher Associations should have definite objects as well as being a means of promoting social enjoyments—although the latter has a very important part to play in bringing about co-operation between the home and the school.

"Parent-Teacher Associations in some places have been of great assistance in helping to secure noon lunch equipment, playground equipment, furnishing teachers' rooms, etc.

Reports were received from associations over the state showing excellent, practical work being done.

"Good Literature" was the subject for the evening session and the members listened to most interesting and inspiring addresses by Dr. Augustus O. Thomas, State Superintendent of Schools, and Mrs. Abbott, president of the association. The world today needs character more than it does brains, was the point emphasized by Dr. Thomas, State Superintendent of Schools. Developing this thought, he pointed out that the most gigantic mind that has ever sprung from the laws of God would be valueless without character. No one word will define this word; it means more than integrity, or honor, or honesty; it includes all and others besides.

The conference was brought to a close with a business session, at which addresses were given by Dr. E. P. Jones, of the American Red Cross, and W. D. Thurber, of Augusta, secretary of the Maine Public Health Association.

MASSACHUSETTS

On account of illness in the family of Mrs. E. C. Mason, Mrs. S. H. Whitten, of Holyoke, will be acting president during the summer months.

We are indebted to the Department of Education for introducing the first course in Parent-Teacher work in a Massachusetts summer school. The course will be given during the week of July 16 by Mrs. Winifred Carberry, our National Field Secretary.

Through the courtesy of the trustees of Boston University, a similar course will be given at Jacob Sleeper Hall, Boston University, during the week of July 23.

We have been wanting a Parent-Teacher School for a long time. Here is the beginning of our opportunity.

Through the courtesy of Mr. Chester I. Campbell, director of the Home Beautiful Exposition, which is held in Boston every year, arrangements were made for the Massachusetts Parent-Teacher Association to take an active part in the Exposition this year. The exhibition was held in Mechanics' Hall, April 21 to May 5. A desirable corner space was given for Parent-Teacher headquarters where visitors were received and information given, and where articles donated by local associations were on sale. The exhibition hall contained exhibits from the State Department of Education and the State Department of Health. There were also exhibits of mothercraft and kindergarten work. Besides much valuable publicity gained from taking part in the Home Beautiful Exposition, the sum of about \$1,400 has been added to the treasury.

SPECIAL ACTIVITIES

At the closing meeting of the Wadleigh-Prince Parent-Teacher Association of Winchester, there was a large attendance. The subject was: "Shall the graduates of the school attend the Winchester High School or a private school?" The meeting was a notable one, inasmuch as the subject was discussed by the principals of the high and of the Wadleigh-Prince schools, the Superintendent of Schools, the chairman of the School Committee, and many fathers and mothers. So interesting was the meeting that it continued until 10.30. It was an opportunity for all parents to learn what the high school has to offer, the great advantages of public school education over private school education; and the always valuable fact that the youngsters must themselves make an effort if they are to profit by what the school is able to give.

The work of this association is mentioned under "special activities," because it is one of the few associations in the Massachusetts Parent-Teacher Associations which acts purely as an open forum for the discussion of topics equally vital to parents and teachers. Its dues are small; it raises no money; it has no music and no entertainment, except simple refreshments at the close of the meeting; it allows no officer to serve for more than one year; there is always a good attendance.

A great part of the success of this association is due to the interest of the principal and the teachers, and to the fine leadership which it has had since its organization two years ago.

Mrs. L. R. Hovey, of Haverhill, National Chairman on CHILD-WELFARE MAGAZINE subscriptions, reported at the National Convention that a special rate of eighty cents for groups of ten subscriptions has resulted in several thousand new subscribers. This magazine is our National organ, and is an invaluable assistant to all Parent-Teacher workers.

The East Douglas Parent-Teacher Association had Angelo Patri on April 4 in the beautiful new town hall. It was an ambitious undertaking for them, but there was a crowded house. "He gave an address we shall never forget," as a member reported. A silver tea and food sale was held, the proceeds of which were used for this lecture.

April 20 the Parent-Teacher Association Drama Group of Worcester gave their play, "Americanization," to help raise money for this lecture. This is the tenth rendering of the play by this group.

The Rocks Village Parent-Teacher Association has a playground started for the children.

The George Street Parent-Teacher Association of Leominster held its annual business meeting and luncheon on May 14. Among the many interesting activities noted by the secretary in her report for the year were the following: A mothercraft class, additions to playground equipment, bought Victrola records and games for children who bring lunches, winter garments furnished for needy children, donations to Home Beautiful Parent-Teacher Association table, wild flower contest with flower guide books as rewards, more than one hundred books bought by mothers for their children, entire equipment for serving tea purchased. A child study class is planned for next year.

MISSISSIPPI

When the Mississippi branch of the National Congress of Mothers and Parent-Teacher Associations met at Greenwood for their fourteenth annual convention, one of the brightest epochs in our history was made and a real victory was scored. It was a fine convention both in attendance and in the beautiful spirit of helpful co-operation manifest on every side.

Mothers, fathers and teachers were present; some to bring inspiring and instructive messages, while all listened with keen ears to take in the full meaning of the many splendid speakers.

There were 162 voting delegates in attendance, representing 42 counties, besides many visitors.

There were many splendid and creditable posters on exhibit.

Reports were made by state officers and chairmen of departments only, all local reports having been previously incorporated in the eight district chairmen's reports. These reports showed the real progress which the organization has made.

Mississippi has basked in the sunshine of real achievement in the realization of a state magazine, which has been of untold value to the local associations. It has had the personal touch and drawn us close together. Nothing could have assured such progress and efficiency as the *Mississippi Parent-Teacher Magazine*.

A standard of excellence was adopted by the association to read as follows:

FOR LOCAL ASSOCIATIONS

First requirement: 100 per cent affiliation, which means a fee of twenty-five cents to be paid into the State treasury for every member of local association.

Second. The average attendance of local associations throughout the year shall be 50 per cent of the enrolled membership.

Third: Local associations shall provide a convention fund to defray entire expense of one or more delegates to the annual convention.

Fourth: Parent-Teacher Association Day shall be observed with a suitable contribution to the state treasury.

Fifth: Child-Welfare Day shall be celebrated.

Sixth: Seventy-five or more per cent of membership shall be subscribers to the Parent-Teacher Association magazine.

Seventh: Associations shall be affiliated with the State and National at least thirty days before the closing of the treasurer's books.

Any association attaining 50 per cent of this standard shall at the close of the year receive a blue seal; 75 per cent of the standard, a red seal; and 100 per cent will be rewarded with a gold seal. A placard of same shall be displayed at the State Convention in the exhibit room.

The following resolutions were adopted by the convention:

EDUCATION

1. Be it resolved that we urge the passage of a school code consisting of school laws simplified, brought down to date and arranged in logical order.

2. Be it resolved that in view of the terrible toll of child lives due to accident to school trucks, we urge more stringent rules and regulations governing the selection of drivers and their substitutes.

3. Be it resolved that we urge the appointment of two women teachers on the States Textbook Committee.

4. We heartily endorse the splendid work of the Hi-Y Clubs and Girl Reserve Clubs of our state, and pledge our membership to co-operate whenever possible in this field of opportunity.

5. We pledge our support in work of securing an elementary supervisor for public school.

6. Be it resolved that we believe five to be the kindergarten age, six the age for entrance into regular public school work.

HEALTH

We, the Parent-Teacher Association in annual convention assembled, looking to the interest of Mississippi and the development of her citizenship, appreciate that no single factor in her economic life means more than does the health of its citizens. We look with pride upon the achievements of the State Board of Health, and thoroughly endorse the work it is doing. We hold that the education of our children, the protection of the health of our people and the development of the agricultural interests of Mississippi are all vital to her future, sharing equally in importance, and we respectfully petition the honorable members of our legislature to deal liberally with the departments having supervision of these interests.

WHEREAS, The women of Mississippi have worked for certain legislation for the past four years without success; therefore,

Be it resolved, That the members of this association endorse the idea of passing the bill against prostitution and one creating a home where homeless, infected, fallen women can be cared for, thus taking them out of society and giving them medical treatment and teaching them to earn their own living by honest methods.

We further endorse the bill compelling physical examination before a marriage certificate is obtained.

Be it resolved, That we stand avowedly for the six prominent welfare issues urged by the National Congress of Mothers and Parent-Teacher Associations, as follows:

1. Peace. (1) Reduction of armaments by international agreement; (2) re-codification of international law; (3) participation in the World Court at the Hague; (4) some lasting organization of nations.

2. Prohibition. No change in the Volstead Act which would readmit wine or beer or otherwise weaken enforcement.

3. Protection of Children. A national child labor law to be secured by Constitutional amendment.

4. Physical Education. Federal aid to the states for the promotion of physical education following the general lines laid down in the Fess-Capper Physical Education Bill.

5. Protection of the Home. Fess Home Economics Amendment.

6. Public Schools. The principles embodied in the Towner-Sterling Educational Bill, a Department of Education with a Secretary in the Cabinet, and Federal aid to the states for the removal of illiteracy, the Americanization of foreigners, physical education, the training of teachers, and the betterment of educational opportunities for all children of the nation.

NEW HAMPSHIRE

The Annual Conference of the New Hampshire Parent-Teacher Association was held in Manchester on May 18th-19th.

At the business meeting, which concluded the splendid program, officers were elected, Mrs. H. L. Grinnell being made President.

In an address before the entire body, State Commissioner of Education E. W. Butterfield voiced his satisfaction that there has been a seven hundred per cent increase for the cost of education during the period in which the national income has only increased five hundred per cent, preferring that the increase should be for equipment for the head, rather than in variegated raiment for the back or delicacies for the stomach. "In the past twenty-five years," he said, "the average number of school weeks has doubled. The number of trained teachers has increased from 21 to 44 per cent of the whole. Supervision has been extended from the cities to the most remote towns. Attendance, child labor and child-welfare laws have been enacted and enforcement secured. High school education has been made free for all and high school enrollment increased from 3,500 to 13,000."

Much interest was manifested in the address on "Intelligence of Elementary School Children," given by Prof. Edwin A. Shaw, of the Harvard Graduate School of Education. Professor Shaw advocated making an intelligence survey in every town and city to impress upon parents that it is their first duty to get an adequate judgment on their children in a scientific way so that they may know what to expect in the future.

Mayor George E. Trudel made a brief but gracious speech of welcome in which he recognized the value of the Parent-Teacher organization, to which Mrs. Simmers responded. During the morning a telegram of greetings came from Mrs. Alpha H. Harriman, who was the second president of the state organization and now a member of the State Board of Education.

The chairman of the State Parent-Teachers' Association Health Committee, speaking on ways in which the cause of health could be helped by the association cited several specific instances of gross ignorance, particularly in the feeding of young children.

Mrs. M. P. Higgins, of Worcester, who has just retired from three years' service as national president, expressed herself with considerable emphasis on the motion picture question, speaking from the floor after the report of the state chairman, Mrs. Joseph Drake, of the better films committee.

Mrs. Higgins is a member of Will Hays' committee of twenty which meets frequently for the consideration of moving picture questions, and she and her alternate, the present national president of the organization, are trying their best, she said, to see what is best for the children of the country.

"On the whole, I believe pictures are improving," Mrs. Higgins continued, "because the public is demanding a higher class picture than ever. In the end I believe this is going to make a great difference in the quality. We are a little slow in getting what we want, but with such vigorous people in all of the states working for them, their influence must tell in the end."

Mrs. Higgins outlined the ways in which the Parent-Teacher Association helps the school and the home, using the blackboard to impress her points. In the Parent-Teacher Association co-operation is possible because there the parent and the teacher meet.

Among things which the school has the right to demand of the home, Mrs. Higgins mentioned the following: a healthy, honest and happy child, obedient, open-minded and unprejudiced, with good morals and manners, energy and enthusiasm.

On the other hand the home has a right to expect from the school that the child be made in some sense a student, self-controlled, conscious of social life, concentration, right ideas of citizenship, good character. He should be hopeful, helpful, humane, with ability to overcome obstacles, and with consideration for others. He should know of opportunities otherwise unknown, and have a sense of his obligation to city, community and to civilization.

Mrs. Higgins made a plea for the use of the Bible in the schools. "The Bible stands for the principles we live for, which our boys have died for, and which have held our nation together," she said in closing.

For making the greatest numerical gain in membership of any Parent-Teachers' organization in the state during the last year, a handsome gavel was presented to the president of the Rye Association. The presentation was made by the retiring state president, who stated that the association had grown from a membership of 100 to 209.

The chairman of the Membership Committee stated that from 829 in 1922 the membership in New Hampshire has now risen to 1937, with six new associations during the year, counting only those local organizations which have affiliated with the state body.

NEW YORK

FROM THE PRESIDENT'S MESSAGE

"DEAR FRIEND: Here we are back from the National Convention! A wonderful time we all had, and one never to be forgotten. What stood out in my mind as the very most notable thing there was the splendid *purpose* of our organization! Gathered from forty states in the west, the east, the north and the south, were over three hundred delegates, representing a half million homes in our land, *all with one purpose in their hearts!* Thrilling? *Overpowering* with its deep significance!"

The firm conviction has taken possession of me that we as members of Parent-Teacher Associations have not previously and do not now realize even in a small way the tremendous power that is in our hands. One of President Harding's cabinet is reported as saying that if he could get the Parent-Teacher Associations to back him in an endeavor, his opponents could have all the other organizations on their side, but he would win! Such is the estimate that is put upon our organization as a national power."

BUFFALO WILKES MOTHERS' SOCIETY, SCHOOL No. 7 ANNEX. Its object is mutual helpfulness, co-operation in all work for the interest of children and the study of the child in home, school and community. The biggest thing undertaken this year has been the co-operation of the Mothers' Society in helping secure a new school for the

neighborhood and last May the city purchased a site of forty acres for a school and park, and the school building is under construction at the present time. In this building will be a large community room for the Mothers' Club activities. At Christmas the club co-operated with the kindergarten in visiting homes and playing Santa Claus to nearly 100 poor children. Christmas presents were also provided for the children of the Neighborhood House Day Nursery, and in addition a Christmas party was given to the kindergarten. Milk is served in this school to 500 children daily, and the club provided the straws. The club is affiliated with the organized motherhood of city, state and nation. A picnic in June will complete the year's program.

KINGSTON SCHOOL NO. 1 P.-T. A. Funds have been raised by entertainments, five since last May. It had a sleigh-ride for the children and also a Christmas tree and entertainment for every pupil in the school. A saxophone has been purchased for the orchestra of the school. Milk is being served at 10.30 every school day and the mothers go in turn to serve. Physical culture records have been purchased. In their membership campaign each pupil took home a written invitation to their mothers to come and join the P.-T. A., and there is a banner for the largest attendance of mothers.

YONKERS is one of the busiest Mothers' Club places in the state, three new clubs having been formed very recently. One of the splendid features is a Mothers' Club just started in connection with the Young Women's Christian Association. It is called "The Girl Reserves Mothers' Club of the Y. W. C. A." Meetings are held monthly in the "Y" and all mothers of Girl Reserves are members. The aim is to co-operate and contribute the mother influence between girls of the "Y" and the Yonkers High School, where they are students. There are over 350 Girl Reserves. The Mothers' Club will join the State Congress of Mothers and Parent-Teacher Associations.

NEW YORK CITY MOTHERS' CLUB celebrated its twenty-sixth anniversary with a Mother Goose entertainment and party, when Mrs. Edward A. Tuttle, the ninety-year-old founder of the club, was the "Mother Goose." Mother Goose songs and interpretation were given as an entertainment. The officers of the club for the ensuing year were named and the retiring president was presented with a Life Membership in the New York State Congress.

TENNESSEE

To the many activities which have already become a part of "The Tennessee Congress of Mothers and Parent-Teacher Associations," has been added a new department of work to be known as "Scholarship Loan Fund." At a meeting of the Executive Board held in Nashville, February 20, 1923, this body unanimously voted to establish a Loan Scholarship at the University of Tennessee, to be known as "The Annie L. Crutcher P.-T. Loan Scholarship," in recognition of the valuable and efficient services rendered by our beloved president.

Already the sum of \$300 has been placed in the treasury of the University to be administered according to the regulations incident to other loan

funds of that institution, and, even at this very early date, it has begun to function.

Many worthy students are knocking at the door of our State University, clamoring for a higher education which shall fit them efficiently for their life work, and make of them citizens of which the state shall be proud.

In many instances without financial assistance this advantage would be denied them. In helping others to help themselves we are but performing a duty which should resolve itself into a privilege.

In order to further expand this work and enlarge its scope of usefulness as the years go on, we expect to augment this nucleus by adding at least \$300 annually for five succeeding years, or until \$1,500 has been raised. This sum creates a self-perpetuating fund.

The present plan is to secure throughout the state, life membership in the State Congress at \$25. This should have a deep and abiding appeal, for "it is twice blessed—it blesseth him that gives and him that takes," and combined with a unity of purpose—success is inevitable!

To reach our goal, the interest and sympathy of every association must be secured, and this can best be accomplished through the active co-operation of the Central Councils, where they exist. In the smaller communities where they do not exist, it is suggested, where life memberships might be more difficult to secure, that smaller amounts might be given either by individuals or their organizations, and thus collectively one or more memberships might be secured and dedicated to some one whom the community would delight to honor. Or if a sum less than \$25 is raised it can be added to the general fund, and thus help the cause materially, but to each organization is given the opportunity of devising the most effective ways and means.

That the application of the life membership funds thus directed has an appeal is best demonstrated by the fact that several memberships have already been secured in a very brief space of time. It is the belief that once the plan of work has become generally known the interest will spread and bear a bountiful harvest of constructive results.

The health program carried out in our schools has been very convincing. The nutrition worker was employed by the Board of Education, but the Parent-Teacher Association convinced them of the necessity. So successful has the work been that the health charts of one of our schools is being used by the National as a model. Our slogan is "Healthier Bodies and Brighter Minds."

We have in Knoxville a new department on patriotism to instill reverence and love for our flag and country in the schools. This is co-operating with the state official in civilian rehabilitation. We are actively engaged in a house-to-house canvas to secure birth registration and to educate the parents to see the importance of birth registration.

The beautifying of school grounds is another activity which we have undertaken. One school has started a friendship garden with all kinds of beautiful flowers, the first one being planted by our state president.

When the National Congress of Mothers gave permission for its national field secretary, Mrs. Winifred Carberry, to conduct the course in parent-teacher work at the summer session of the

University of Tennessee, at Knoxville, the success of the course was a foregone conclusion. Mrs. Carberry is a woman of magnetic personality, accustomed to seeing her undertakings crowned with the success that is the just reward for her sincere efforts.

The course was secured largely through the untiring efforts of the state president, Mrs. Eugene Crutcher.

It is a matter of grave concern to some of us who are deeply interested in the course that members realize how very much the success or failure of this undertaking depends on them. For the beginning we must furnish the interest and the attendance to a large extent, and in every way try to show our appreciation of the honor the university has bestowed upon our state organization. "A thing well begun is half done," so we must see that the first year makes a long stride toward the establishment of such a course for all the years.

The directors of the summer session have been very liberal in arranging the course free of charge.

VERMONT

In a message to the membership at large, the state president, Miss Siria Serri, wrote:

"When the present officers took charge of the State Parent-Teacher Association, they had certain definite aims. They wanted to see established—'A Parent-Teacher Association in Every Town in Vermont.' They hoped that the interest of all parents and teachers would be stirred to full appreciation of the possibilities of the Parent-Teacher Association. They believed that every Parent-Teacher Association could be made a center of co-operation, of better understanding, of sociability and that out of it would come, gradually but surely, better and better education for the children of Vermont.

"What has been accomplished during the last year? We are glad to answer this question because progress has been made all along the line. New associations have been organized in more than twenty-five towns. Increased membership is reported by many of our old associations, and best of all the variety of the activities and of the programs and the specific achievements, as shown by the official reports submitted to the State Association, prove conclusively that the local associations are alive and expanding and prove their utilities, not by words, but by deeds.

"The president wants to add that many personal visits to different associations throughout the state have confirmed what the written reports indicate. The enthusiasm, the good will and the fine spirit of co-operation, evident everywhere, clearly demonstrate that the parents and teachers are beginning to work together, helpfully and sympathetically.

"This beginning has been excellent, but we want more of it. There must be no flagging of effort. Every officer of a local association must remember that only by persistent work can the association reach its goal. When in doubt or perplexed, write to the State Parent-Teacher Association. It is ready to help you. It wants your co-operation and it is always willing to co-operate with you in turn.

"And every member should not forget that we are organized in the finest task in our state—

better schools for the boys and girls of Vermont. To that task let us devote ourselves in the coming year gladly and wholeheartedly."

We have reports in our last bulletin from thirty-five centers which reflect the spirit of our president's message.

At Forestdale an investigation of the school was carried out successfully for purpose of bettering conditions of school house and grounds. Funds were provided for maintenance of library books for children and townspeople as well. Funds were provided to hire a matron to remain at school during the noonday meal, thereby giving teachers a free nooning. Teeter boards to add to playground equipment are now under construction. A field has been hired for boys' baseball teams and baseball equipment for girls has been purchased. A cord of wood was presented to owners of Riverside Hall to express our appreciation for free use of their hall for our regular meetings. A very fine entertainment was given after business of each meeting.

The association at Hydeville was organized November 15, 1922. It now has a membership of forty. Everyone is enthusiastic and willing to do her part. Business meetings are held the first Thursday of month and a social gathering the last Thursday. At the latter meetings we have played games, had entertainments and served one supper, always charging a small admission fee. At the first business meeting the president appointed all her committees for the year. One member was named to have charge of the social, another for relief work, and another, membership. Each one served but a month, so the work was more evenly distributed and no one burdened. The association has had the school building wired for electricity, a room done over for use of pupils when they have entertainments, a stage built, clock and chairs purchased. Are now saving money for a piano this fall. Quilts have been made and sold; papers collected and sold; had few food sales. Fruit, flowers, books, etc., have been sent the sick.

At close of school in June the committees who have served during the year are planning to give the school children a picnic. The business meetings have been held at the various houses and light refreshments served, but the socials have been at the school building. *We have subscribed for the CHILD-WELFARE MAGAZINE, and it is passed around among the members.* Five dollars was sent the State Treasurer toward expenses of delegate to National Convention and \$5 sent as birthday gift to the National Committee. Everyone feels it has been a successful year. The teachers and pupils appreciate what the association has tried to do and it helps them to realize that their parents and friends are organized as a body, ready to assist whenever anything is needed.

The little red school house at East Poultney has 15 members. Mrs. Edw. S. Abbott met with eight parents and organized a Parent-Teacher Association in October. Held six regular meetings; held food sale; gave community Valentine social. The superintendent gave an interesting talk on "School Improvements." Purchased baseball, bat, volley ball and oil stove; ordered a victrola; membership increasing; many plans for the coming year.

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